DOCUMENT RESUME

ED 462 094 JC 020 159

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| TITLE | Diablo Valley College (DVC) Accreditation Self Study. |
| INSTITUTION | Diablo Valley Coll. Pleasant Hill, CA. |
| PUB DATE | 2000-01-01 |
| NOTE | 257p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC11 Plus Postage. |
| DESCRIPTORS | *Accreditation (Institutions); Community Colleges; *Institutional Evaluation; *Institutional Mission; Mission Statements; School Policy; *Self Evaluation (Groups); Standards; State Standards; Two Year Colleges |
| IDENTIFIERS | *Diablo Valley College CA |

ABSTRACT

This is an institutional accreditation self-study from Diablo Valley College (DVC) in California. The 10 standards established by the Accrediting Commission for Community and Junior Colleges are as follows: (1) institutional mission; (2) institutional integrity; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. The report identifies DVC's application of these standards. For example, highlights from standard six include the results of a student survey regarding the college's computers. According to the survey, students think highly of the computers, giving them an average rating of 3.95 on a 5.0 scale. More than 75% of students were satisfied or very satisfied with the computer services on campus. The standard six committee did find, however, that students complained about the limited hours in the Computer Center. Findings from standard seven include faculty and staff respondents to a survey felt that the college had excessively relied on the use of part-time faculty, especially to replace full-time instructors. According to this report, however, the percentage of courses taught by full-time instructors has increased from 51% to 55% between fall 1999 and fall 2001. Accreditation recommendations are provided. (NB)

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ED 462 094

# DIABLO VALLEY COLLEGE (DVC) ACCREDITATION SELF STUDY

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## Abstract of the Report

DVC Accreditation Self Study

**Standard One: Institutional Mission**

Diablo Valley College's mission statement and philosophy statement were approved by the Governing Board in 1999. Taken together, the mission statement and philosophy define the college's students, educational purposes, and its role in the community.

Since the previous accreditation site visit in 1996, the college also developed a Strategic Plan which is guided by the mission of the college. This plan, developed by administrators, faculty, classified staff, and students, incorporates both the spirit and intent of the mission statement and philosophy statement, and serves as the chief planning document for the college for decision making and resource allocation.

The mission statement should be more broadly disseminated to the college community and displayed prominently on the college website and in student planning materials.

**Standard Two: Institutional Integrity**

The catalog, schedule of courses, and college website document the college's course offerings, regulations, and policies. The information students and staff obtain from these sources is generally accurate and reliable and widely used by members of the college community; the website is not as complete as the college catalog and does not currently contain all the college policies.

DVC remains committed to equity and diversity in program offerings and all college policies. Much has been accomplished in meeting the needs of the diverse community that attends and works at the college. However, there is not complete consensus about the implications of this commitment, and the campus community is conducting ongoing conversations about these critical issues regarding diversity.

The Faculty Senate has developed a policy on academic integrity both defining the term clearly and establishing an equitable policy for its enforcement. The policy will be implemented after its approval by the President and Governing Board.

**Standard Three: Institutional Effectiveness**

The Office of Planning, Research, and Student Outcomes supports institutional planning, evaluation, and program review by providing accurate and timely data to the college. A new computer system, Datatel, has accounted for some of the problems the college has experienced obtaining reliable information; gradually, this system is being improved.

Since the last accreditation site visit in 1996, the college has strengthened its planning processes by developing several planning documents, each of which includes cross-constituency participation: the Strategic Plan, the Enrollment Management Plan, the Partnership for Excellence Plan, and the Information Technology Plan.

The college's Institutional Effectiveness Fact Book, published in its revised form in September 2001, will annually provide the college with data documenting both the college's achievements and baseline statistics by which to measure its institutional effectiveness.

The program review process, it is generally agreed, is not as effective as it could be. Both faculty and administration have raised concerns about how well its purposes are being achieved, and what changes should be made to make the process more efficient and more effective.

**Standard Four: Educational Programs**

DVC's educational programs support the mission and philosophy of the college. DVC offers numerous programs and courses to fulfill the varied needs of its student body. Students who want to transfer to four-year institutions, learn vocational skills, prepare to take college-level courses, or extend their lifelong education are well-served by the college. The college also promotes a wide range of events and activities which enrich the entire community's cultural, intellectual, and recreational life.

The Instruction Committee, a standing committee of the Faculty Senate, oversees the curriculum and works to assure that educational programs and courses meet transfer, vocational, and general education requirements consistent with the college's mission and goals.

The college continues to make efforts to provide the most appropriate method of delivery of its courses. Since the last site visit, there has been considerable expansion in online course offerings, locations of courses, and alternative scheduling (including early morning and weekend courses as well as late-start and short-term courses). In addition, new programs (e.g. PACE, Puente), new vocational programs (e.g. multimedia), and expanded course offerings (e.g. learning communities, study abroad) reflect the college's commitment to meet the varied needs of the student body.

**Standard Five: Student Support and Development**

DVC offers a comprehensive program of support for its students. Throughout the day and evenings and on Saturdays, most students have access to the technological, academic, counseling, and co-curricular services that the college provides. The college offers a comprehensive range of additional services including assessment, financial aid, job placement and career services, and childcare.

The One-Stop Center, opened in 2000, was immediately successful, serving over 2,400 students in its first year and providing tutoring, support groups, drop-in counseling, mentoring, service referral, and review of student progress.

The college also provides a wide range programs designed to serve the needs of re-entry students, disabled students, international students as well as under-prepared and students from disadvantaged backgrounds.

The college supports over thirty student clubs which reflect the diverse range of interests and backgrounds of its students. There remains an ongoing need to develop more student participation in clubs, student government, and participation in college committees and task forces.

**Standard Six: Information and Learning**

**Resources**

The college has undergone significant changes since the last accreditation site visit. The remodeling of the library was completed in fall 2001 with an increased capacity for technology, meeting space, study space, classroom instruction, and information services. Also, the college now houses forty-three computer labs and each computer in the labs is installed with word processing programs, spreadsheets, anti-virus software, and Internet access. Full-time faculty all now have computers and access to the Internet and email in their offices. The college also offers extensive media services which include video tapes, DVDs, slides, films, CDs, and audio cassettes all designed for instructional use.

The library, computer labs, faculty and administrative offices, and nearly all classrooms are wired with a high-speed network, and the use of technology to support educational programs continues to increase throughout the campus.

The college staff expresses extreme satisfaction with the services provided by the library and its staff, and computer services have dramatically improved since the last site visit. The college will continue to face the maintenance needs that come with increased use of technology both in and out of the classroom.

**Standard Seven: Faculty and Staff**

Diablo Valley College has highly qualified faculty, classified staff, and administrators and continues to attract excellent candidates for new positions. The hiring process is rigorous and takes into account the need to for a diverse staff. Faculty positions are particularly prized in the teaching community. The evaluation processes for faculty, classified staff, and administrators are all prescribed by college or district policies, but are considered problematic by all constituent groups.

The Staff Development Center and its professional development programs are highly regarded by all campus constituencies. The Staff Development Center oversees the NEXUS program for new tenure-track faculty, the FLEX program, which offers a wide spectrum of courses and workshops for the college community, and numerous workshops and drop-in hours during the school year to help staff improve their computer and

staff, and major repairs are needed in numerous roofs, floors, heating and cooling systems, and parking lots throughout the campus.

Two recent bond issues would have provided significant funds for these much needed improvements; both failed by a narrow margin. The physical facilities of the college will need a considerable infusion of funds to maintain or improve the services that the college provides for students and staff.

**Standard Nine: Financial Resources**

Since the previous accreditation site visit, the college has developed more formal financial procedures and established the Planning Council to help guide decisions about resource allocation. The Budget Review Committee and Budget Oversight Committees make recommendations about special funding and make recommendations for priorities and major categories for the college budget. All three of these groups have representatives from administration, faculty, and classified staff. The DVC Foundation is the primary fundraising unit for the college, and the Foundation has significantly increased its resources over the last four years. Overall, the college seems to be in sound financial condition with appropriate mechanisms in place for the allocation of financial resources.

**Standard Ten: Governance and Administration**

All constituent groups, administration, faculty, classified staff, and students, are well-represented in the governance and administration of the college. Each group participates through various committees, councils, task forces, senates, unions, and advisory groups that guide the work of the college. The publicly elected Governing Board is charged with the oversight of the educational programs in the district including the hiring and evaluation of the Chancellor and the confirmation of the college presidents.

The President, who took office in 1996, has overseen significant changes in the size and complexity in the college, and was instrumental in developing the Strategic Plan, the guiding document for the overall improvement of the college. The President has a different approach and personal style than his predecessor, and

there have been conflicts between him and the faculty. By policy, tradition, and statute, the college abides by the shared governance procedures of the state, but there has been considerable disagreement about whether shared governance procedures apply to numerous issues on campus.

The Chancellor, who also took office in 1996, provides direction in planning and priorities for the district and therefore the colleges, but his leadership is looked at negatively by faculty and classified staff at the college. A more clearly delineated statement of the responsibilities of the district and the colleges might ease some of the tension.

Perhaps despite considerable conflict, perhaps because of it, the college provides an excellent educational program to the community, and administrators, faculty, classified staff, and students take considerable pride in the work and accomplishments of Diablo Valley College.

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## Standards for Accreditation

The standards describe good practice in community and junior college education. The Accrediting Commission for Community and Junior Colleges has established its standards based on experience, research, and extensive consultation with member institutions. Commission standards and policies are periodically reviewed and revised. Revisions are made as needed and are based on research, the experience of the Commission and visiting teams, and comments of institutional representatives.

The Commission articulated five assumptions which undergird the standards. We encourage institutions to remember these overarching goals as they interpret and use the standards in light of individual mission and circumstance.

1. The diversity of the whole range of institutions included in the region must be respected and accommodated, recognizing that good practice may be manifest in a wide range of practices and settings.
2. The standards focus on outcomes and accomplishments, embracing a model of accreditation which requires assessment of resources, processes, and outcomes at the institutional level.
3. The standards are statements of good practice in higher education and avoid language of compliance which might be linked to one system or set of statutes or regulations within the region.
4. The standards strive toward economy and clarity and avoid redundancy and ambiguity.
5. The standards recognize that the Accrediting Commission for Community and Junior Colleges is itself a part of a larger accrediting community which includes the other Commissions in the region, other regional institutional accreditors, and governmental and non-governmental agencies.

The accreditation standards cover ten areas, each of which is designated as a major standard. The scope of each standards is described in a headnote. It is followed by numbered and lettered

subsections which provide further definition to the standard. these numbered subsections identify major components of the standard, but they are not designed to cover every facet of the standard. Institutions are expected to address each of the components set forth, and they are encouraged to include additional components if doing so would provide greater depth or more particular applicability to the individual institution.

In preparing its self study, an institution is expected to present appropriate documentation to support its description and analysis of programs and services and evidence that it meets or exceeds the requirements for accreditation.

The Guide to Self Study provides complete discussion of the Commission's expectations concerning evidence and documentation to be presented. It contains information, suggestions, and examples useful in conducting the institutional self study and preparing the accreditation report.

- **Standard One: Institutional Mission**
- **Standard Two: Institutional Integrity**
- **Standard Three: Institutional Effectiveness**
- **Standard Four: Educational Programs**
- **Standard Five: Student Support and Development**
- **Standard Six: Information and Learning Resources**
- **Standard Seven: Faculty and Staff**
- **Standard Eight: Physical Resources**
- **Standard Nine: Financial Resources**
- **Standard Ten: Governance and Administration**

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## **STANDARD ONE:** INSTITUTIONAL MISSION

*The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.*

Co-chairs:

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# STANDARD ONE:
# INSTITUTIONAL MISSION

*The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.*

*1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.*

Description:
Diablo Valley College has a mission statement and philosophy that identify the broad-based educational purposes of the institution. The mission statement and philosophy are published in the college catalog. (document: 1.1.1, college catalog, pp. 8-9) Both of these statements were approved by the DVC Governance Council and the college President in December 1999. The college catalog, which contains the philosophy and mission statements, is approved annually by the district Governing Board. The board also, separately, approved the mission statement in September 2001. (document: 1.1.2, Report Number 23-A)

According to its philosophy statement, Diablo Valley College identifies as its primary objective "the development, growth and success of each of its students. At DVC student learning is paramount and comprises not simply the transference of knowledge and skills but also a process of intellectual, artistic, political, ethical, physical and spiritual exploration." (document: 1.1.1, college catalog, philosophy statement, p. 9) The philosophy provides the impetus for the mission statement. As such it contains goals, identifies the desired direction for the college, and describes expected institutional behaviors.

The goals of the mission statement are broad-based as indicated by its intention to implement its philosophy while fulfilling four primary missions: transfer, workforce development, economic development, and pre-collegiate preparation.

Analysis:
The philosophy and mission statements are in alignment with those of the college district and the State Community College Chancellor's Office. (documents: 1.1.2, Contra Costa Community College District mission statement, and 1.1.3, mission of California Community Colleges) All of these statements have as their focus both the student and the communities these institutions serve.

In the self study survey conducted in preparation for the accreditation site visit, 78 percent of the staff agreed or strongly agreed that the mission statement describes the broad educational purposes of the college. Additionally, nearly the same number, 72 percent, indicated they "understand clearly the content of DVC's mission statement." (document: 1.1.4, Analysis of Accreditation Self Study Survey, items 1 and 2) Only 17 percent of survey respondents, a relatively low number, had no response or indicated that they "did not know" in response to these items.

Open Forums and committee discussions, however, indicated that the staff did not necessarily understand the relationship between the college philosophy and its mission statement, a critical issue if one of the main purposes of the mission statement is to implement that philosophy. It was noted that while the mission and philosophy statements are in the college catalog, these statements are not currently on the college website or in the schedule of courses where they might be readily accessed by the campus community.

Plans:

- Copies of the philosophy and mission statements should be included in the schedule of courses, on the college website, and displayed in appropriate publications and places throughout the college.
- In future revisions of the mission statement, in order to alleviate any confusion about the relationship between the philosophy and mission statements, the college should consider combining the statements into a single, integrated document.

*1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.*

The mission statement identifies four primary areas of emphasis: transfer, workforce development, economic development, pre-collegiate preparation, and a secondary emphasis on life-long learning. These are identified as the critical functions of the college.

*Transfer Mission*

Description:

The college states its commitment to prepare students to transfer to four-year institutions in its mission statement. The application for admission to DVC asks students to indicate whether their goals include transfer, and the college provides over 2,500 courses each semester of sufficient depth, breadth, and rigor to ensure that all members of the community who have the ability and desire to pursue a baccalaureate degree are able to do so.

Analysis:

DVC's commitment to serving the needs of transfer students is indicated by its program offerings, counseling services, information in its catalog, pride in its reputation, and use of Partnership for Excellence (PFE) funds and other grants to support the transfer function.

Plan:

- None

*Work Force Development and Economic Development*

Description:

The college states its commitment to provide a wide variety of occupational programs and general education courses to prepare students for all stages of

their careers. The mission statement indicates that the college intends to ensure "a well-trained work force" by providing a "wide variety of occupational programs." (document: 1.1.1, college catalog, mission statement, p.10) The mission statement provides that the college's occupational programs are "responsive to the changing needs of the business community and of the regional community." DVC offers twenty occupational programs and awards certificates in forty-nine areas which are administered by the appropriate divisions and departments. (document: 1.1.1, college catalog, p. 59)
The college also provides access to support services necessary to the establishment and fulfillment of career goals, including career development classes, a job placement center, a co-operative work-study program, and a recently-started service-learning program.

Analysis:
The systematic planning and development of the vocational programs has greatly depended upon the resourcefulness, commitment, and energy of faculty members who have not necessarily had institutional infrastructure support. However, the systematic planning, development, and support of the vocational programs will be assisted significantly by the Workforce Development Coordinator, hired in May 2001, who will help gather and disseminate information on such critical areas as enrollment in each program, individual student progress and completion rates, and market research into the needs of the economic community. The coordinator will ensure that relevant information about the community's vocational and economic development needs and plans will be more readily available to both management and faculty.

Plan:

- The Workforce Development Coordinator, using information from the Office of Planning, Research, and Student Outcomes and government agencies, should provide data necessary for program review including numbers of students in specific programs, success rates, information on why students leave vocational programs, etc.

*Pre-collegiate Preparation Mission*
Description:
DVC's commitment to pre-collegiate preparation is demonstrated through courses offered primarily in English, mathematics, and English as a Second Language (ESL). The mathematics department offers fourteen different pre-collegiate courses; the English department offers ten pre-collegiate courses. Approximately 100 sections of these courses are offered each semester. Prerequisites have been instituted at the college to assure that students get the appropriate education in English and math before they take college-level courses. The college offers four levels of ESL to its students comprised of eleven different courses. Approximately, thirty-five sections of these courses are offered each semester.

Additionally, DVC supports student progress through Extended Opportunity Programs and Services (EOPS) for incoming and concurrently enrolled high school students; Puente, a combined academic-counseling program designed to help students succeed at college-level work; and a Disabled Students Programs and Services (DSPS) program to serve the needs of disabled pre-collegiate students. Pre-collegiate support services include counseling and tutoring which are available to all DVC students

Analysis:
DVC's commitment to the pre-collegiate students is demonstrated in its numerous course offerings and support services. Full-time instructors frequently request pre-collegiate or ESL courses as part of their desired teaching load. Discussions about pre-collegiate students occur regularly across campus, particularly in the mathematics and English departments, and these courses are fully integrated into the college culture.

Plan:

- None

*Life-long Learning and other students*
Description:
DVC offers a wide variety of enriching and interesting courses, events, and activities to its community members of all ages. Some of the programs that serve the community at large include a summer College for Kids, a year-long Emeritus College for senior citizens, and an array of concerts, theatrical offerings, lectures, brown bag discussions, and film programs throughout the year. The Re-entry Center serves students returning to college for further learning or personal enrichment. Additionally, DVC students who are not seeking a degree or certificate are welcomed to the campus and encouraged to enroll in any of the 2,500 classes that are appropriate for life-long learning.

The standard committee did note that the college's philosophy statement affirms its intention to "provide students with opportunities for the development of values, ethical behavior, aesthetic appreciation . . . a sense of civic responsibility, [and] . . . opportunities for social and personal growth"; however, these values are not explicitly addressed in the mission statement. (document: 1.1.1, college catalog, philosophy statement, p.11)

Analysis:
The college continually searches for new and established methods to reach out to the community and to encourage community members to continue learning in a variety of ways. Over the last few years, there has been some effort directed to the development of an alumni organization that could focus on programs and services to better serve this group.

However, the standard committee noted that although the philosophy statement suggests that students have opportunities for personal growth outside of the classroom, the mission statement does not address these opportunities directly. The May 2001 student survey indicated that students had little awareness of the opportunities available to them even though they expressed their understanding

of the importance of these activities especially in consideration of university transfer admissions. (document: 1.2.1, American College Testing (ACT) Student Opinion Survey)

*1.3 Institutional planning and decision-making are guided by the mission statement.*

Description:
The Strategic Plan, published in July 1999, is the primary document shaping institutional planning and decision-making, and the Strategic Plan is guided by the mission statement. (document: 1.3.1, Strategic Plan) In response to the self study survey on this issue, high percentages of managers, faculty, and staff (100 percent, 80 percent, and 70 percent respectively) agree that "DVC's mission statement is the driving force behind the college's strategic plans in . . . budget and curriculum." (document: 1.1.4, Analysis of Accreditation Self Study Survey, item 3)

Analysis:
The mission statement is at the foundation of the Strategic Plan, the major planning document of the college, and thus the mission statement guides planning and decision-making at the college. For example, special funding at DVC goes through a process that requires detailed planning that must indicate how one or more of the Strategic Plan initiatives' criteria is addressed. Funding from the Partnership for Excellence (PFE) program must be directly linked to the Strategic Plan as well.

However, although the mission statement is well-known by the staff, the philosophy statement is not. Open forums and discussions with campus leaders raised questions about whether the college's mission and philosophy are the driving force behind most decision-making and planning. There is no evidence their precepts are ignored or violated, but the mission and philosophy could more actively inform the decision-making process at the college.

Plan:

- The Leadership and Planning Councils should continue to annually evaluate the institution's performance and compare the results to the Strategic Plan, mission statement, and philosophy. Modifications should be made to the plans if the results of the measurements are not moving the organization closer to accomplishing its mission.

*1.4 The institution evaluates and revises its mission statement on a regular basis.*

Description:
The college philosophy and mission statements were last reviewed and revised in 1999.

Analysis:
Although the 1996 self study reports that the mission of the college is reviewed on a regular basis, there is no clear indication that the 1991 mission statement was reviewed prior to 1999. It is unclear whether the mission statement is revised and evaluated on a regular basis.

To remain vital and to realistically address the current educational needs of its students and to provide a grounded and driving force for daily decision-making, institutional planning, and resource allocations, it is essential that the mission statement be reviewed and revised regularly.

Plan:

- A task force of faculty, staff, and administrators should define the process for reviewing the college's mission statement. This review process, including a timeline, should be put in writing and clearly communicated to the college community to ensure that the mission is evaluated and revised regularly.

**STANDARD ONE DOCUMENTS**

| | |
|---|---|
| 1.1.1 | Diablo Valley College Catalog, 2001-02 |
| 1.1.2 | Report Number 23-A |
| 1.1.2 | Contra Costa Community College District Mission Statement |
| 1.1.3 | Mission of California Community Colleges |
| 1.1.4 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 1.2.1 | American College Testing, Student Opinion Survey |
| 1.3.1 | Strategic Plan, July 1999 |

## **STANDARD TWO**: INSTITUTIONAL INTEGRITY

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*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

Co-chairs: Spring 2001:

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| Peter Churchill | Faculty, Business Education |
| Grant Cooke | Administrator, Director of Marketing and Media Design |

Co-chairs: Fall 2000:

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| Jennifer Poschman | Division Chair, SRVC |
| Ed Trujillo | Faculty, Drama |

Committee:

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| Rick Gelinas | Faculty, Biological Sciences |
| Catherine Machalinski | Faculty, Biological Science |
| Irene Menegas | Faculty, English |
| Catherine Thomas | Faculty, Social Science |

# STANDARD TWO:
# INSTITUTIONAL INTEGRITY

*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and its relationships with its accreditation association and other external agencies.*

*2.1* The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes (b) degrees, curricular offerings, educational resources, and course offerings (c) student fees and other financial obligations, student financial aid, and fee refund policies (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length and (e) the names of administrators, faculty, and Governing Board.

Description:
The main educational purposes of Diablo Valley College, embodied in the college's mission and philosophy statements, are presented in the college catalog. The degrees, curricular offerings, and student services are described in the catalog as is information on student fees, policies regarding refunds, requirements for admission, and the academic calendar. A listing of administrators, faculty, and the Governing Board is also found in the catalog. (document: 2.1.1, college catalog)

Diablo Valley College represents itself to its constituencies through both print and electronic media. The catalog is revised and published yearly, and the catalog exists in electronic form on the college's website (www.dvc.edu). Each semester 55,000 copies of the schedule of courses are produced, and copies are mailed to continuing students, high school seniors, local libraries, high schools, and local businesses. Additional copies are sold through the campus bookstore. The schedule of courses is also available on the website (www.dvc.edu) and contains information about courses, programs, and services; most academic departments are linked to the site. The process of updating the catalog is continuous and involves numerous individuals.

The college has the goal of developing a web-based curriculum management program to make course descriptions and course outlines more accessible to the college community.

Each division is responsible for tracking the accurate publication of course and program changes approved by the Instruction Committee. Departments and

divisions are responsible for developing their own editing and proofreading processes.

Much of the communication regarding online courses occurs over a listserv where problems are identified and addressed. In order to ensure the accuracy of information for online courses, faculty send their information to the Instruction Office where the information is entered into the database and the website.

Analysis:

The college makes considerable efforts to maintain the accuracy of the catalog, Schedule of Courses, and website and is generally successful in this regard. When asked on the self study survey whether "the information in DVC's catalog is easy to understand," 84 percent of the respondents agreed with the statement. (document: 2.1.2, Analysis of Accreditation Self Study Survey, item 7) Most staff members consider the catalog to be well-organized and comprehensive; it includes lists of all courses, essential programs, student policies, academic policies, and issues of general concern to the campus community. Most faculty, including counselors, use the catalog and Schedule of Courses as their primary sources of information.

On the American College Testing (ACT) Student Opinion Survey, students rated the "college catalog and admissions publications" at 3.89 (out of 5) and the "accuracy of college information you received before enrolling" at 3.67 (out of 5) both just below the national average of these items. (document: 2.1.3, ACT Student Opinion Survey, items 17 and 14)

However, along with these generally positive perceptions, there is some concern regarding the currency and accuracy of information in the catalog and schedule. In open forums, faculty in particular expressed the need to be vigilant in the proofreading process because of their concerns about errors in the schedule of courses. For example, on a recent occasion, existing course advisories were inadvertently dropped by a software program some of which were caught by division representatives during the proofreading process; however, currently, the college's proofreading process does not ensure that such random errors will be caught and corrected.

Division chairs are responsible for proofreading all course descriptions and offerings in their areas for both the schedule and catalog. Because division chairs are very involved in building the schedule and are aware of the concerns in their academic discipline, this process generally produces accurate publication of course offerings, times, locations, and lists of instructors. However, division chairs have not been routinely notified of Instruction Committee approval of new courses or specific changes made to existing courses in their areas. Combined with the short timeline allotted to produce the schedule, this process sometimes has allowed inaccurate information about such matters as course descriptions, titles, units, or notes regarding enrollment to appear in college publications. The

Dean of Instruction indicates that since spring 2001 division chairs are notified when he signs off on new courses or changes in existing courses.

In addition, according to interviews with the chair of the Instruction Committee and comments from the self study survey, the process of entering new and revised course outlines into the database for the college catalog and schedule does not occur smoothly. Although schedulers make every effort to keep abreast of Instruction Committee actions, over the last few years, there has been no central log of Instruction Committee actions to keep track of changes made to existing courses, approved new courses, and revised certificate requirements. A new administrative assistant in the Dean of Instruction's office is now responsible for keeping the central log of Instruction Committee actions, and it is hoped the process will now be systematic and accurate. The process for checking the accuracy of college policies in print or online materials is not always systematic and efficient, and, consequently, outdated information has appeared in college publications.

Plans:

- In order that the catalog and schedule are as accurate as possible, working with the Dean of Instruction, the Faculty Senate Council should establish a clear timeline and procedures so that approved courses and changes are forwarded to the scheduler once they are approved by the Instruction Committee.
- In order to ensure the accuracy of all published college policies, the Faculty Senate and the Instruction Office should develop a systematic method of reviewing college policies before they appear in print or online.

2.2 *The institution has a readily available governing board adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

Description:
Each college in the Contra Costa Community College District (CCCCD) allows for faculty freedom in the classroom and in educational policy making. The faculty's academic freedom is recognized and protected by state education and administrative codes and board policy. (document: 2.2.1, board policy 2018) The philosophy of the college states that "[W]e affirm our intention . . . to provide a campus climate which encourages tolerance, mutual respect, civility, and the free and open exchange of ideas." (document: 2.1.1, college catalog, philosophy statement, p. 9)

Academic freedom has numerous components: the textbooks instructors select, instructors' ability to conduct courses in the style and manner they believe will produce the best possible learning environment for their students, the belief that

members of the institution can openly express divergent opinions, and similar matters of considerable importance to the institution.

Analysis:
The recent self study survey indicated that 81 percent of the respondents either agreed or strongly agreed that DVC is committed to academic freedom; over 70 percent of each demographic group surveyed agreed that the college has made a commitment to academic freedom. (document: 2.1.2, Self Study Survey, item 6) Faculty feel free to select the textbooks most appropriate for their classes and work collegially when selecting common texts for their courses.

Significantly, 68 percent of the respondents agreed or strongly agreed that DVC is an "institution where people can openly express divergent opinions," a critical element of academic freedom and responsibility; however, a substantial number disagreed with the statement (e.g. 24 percent of faculty, 25 percent of women, 24 percent of those who taught at DVC more than 20 years) and expressed their discontent in the comments section of the survey. (document: 2.1.2, Self study survey, item 8) The comments, of course, do not, in and of themselves, indicate that a restrictive climate exists at the college; however, they do point to a continuing need to improve open and honest discussions of divergent ideas among and between all stakeholders of the college -- administrators, faculty, classified staff, and students -- and demonstrate a concern among all constituencies regarding the negative consequences that may occur as a result of voicing divergent opinions.

Plan:

- The Faculty Senate, Classified Senate and college President should work together to encourage and support vigorous, honest, collegial, and civil discussions on all campus issues and take steps to ensure that those who feel silenced are safe when they speak out.

2.3 *Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.*

Description:
The "Faculty Commitment to Students" is detailed in the college catalog: "We believe that one of our leadership responsibilities is to identify the educational needs of our community. Our students come to us with a variety of aspirations, interests, and abilities, and each brings to DVC a certain level of maturity and preparations. We recognize that the student must decide which educational program to pursue, but we feel obligated to help each student make realistic choices and to develop the skills and proficiencies appropriate to college work." (document: 2.1.1, college catalog, p. 10)

As part of the evaluation process for all faculty, students and faculty observers respond to two items that address this issue: "When the instructor presents controversial material, it is done in a balanced manner including other views" and "the instructor recognizes the right of the student to have points of view different from the instructor's." (document: 2.3.1, CCCCD Faculty Evaluation Guidelines, faculty evaluation form, Appendix D7) The response to these items, like all other aspects of the evaluation, are reviewed by a division faculty committee and the Dean of Instruction or the dean's appropriate designee.

Analysis:
In the self study survey, 75 percent of the respondents either agreed or strongly agreed that data and other material is presented objectively and fairly, a percentage consistent across all demographic groups. (document: 2.1.2, , item 9) Further, the "Faculty Commitment to Students" statement reinforces this point by emphasizing that "we strive for a balance between specialization and generalization when organizing and presenting subject matter." (document: 2.1.1, college catalog, p. 10)

Plan:
- None

2.4 *Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative, and support staff, or students give clear prior notice of such policies.*

Description:
As a public institution, Diablo Valley College does not strive to instill specific beliefs or worldviews. The college's philosophy is to offer "a broad range of educational approaches and support services . . . necessary to ensure that each student achieves his or her potential." The college offers only a single liberal arts degree. DVC's "Academic Policy" is printed in the catalog under the section for "college policies and procedures."

Analysis:
As a public institution, DVC manifests those democratic principles which are fundamental to good education, and the staff follows the codes and policies as printed in the college catalog and faculty handbooks. The college's commitment to academic freedom helps ensure that DVC is not an institution that strives to instill specific beliefs or worldviews. The faculty evaluation process also emphasizes fairness and equal treatment of students, and establishing an open learning environment, all of which suggests that no single viewpoint dominates the college's approach to education.

Plan:
- None

*2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

Description:
The DVC catalog reprints the "Student Code of Conduct" which indicates that a student may be disciplined for "cheating or plagiarism in connection with an academic program." (document: 2.1.1, college catalog, p. 37) Faculty are expected to provide their definition of academic honesty and explain punishment for its violations explicitly in their syllabi. Students with concerns about the enforcement of these policies may use the college grievance procedure which ensures that due process will be followed; however, the catalog contains no specific section on academic honesty nor are "academic honesty," "academic integrity," "plagiarism," or "cheating" listed in the index.

At present, there is no college-wide definition of specifically what constitutes plagiarism. In addition, there is considerable discussion on campus about what is the most appropriate penalty for plagiarism or cheating. In response to concerns expressed by faculty regarding academic integrity, after extensive discussion and collaboration with the Student Services Committee, the Faculty Senate Council approved an Academic Integrity Policy in spring 1999. (document: 2.5.1, Academic Integrity Policy) Before this becomes college policy, the Board of Trustees and the college President must take appropriate action. Discussions are currently underway with the Academic Senates of the other two colleges in the district to make the policy uniform throughout the district. Questions, remain, however, concerning the extent to which the penalty described in the new policy conforms to state regulations.

Analysis:
The self study survey indicates that 66 percent of the respondents agree that "DVC provides clear expectations concerning the principles of academic honesty and the penalties for plagiarism and cheating." (document: 2.1.2, Self Study Survey, item 10) However, 35 percent of full-time faculty disagreed with this statement and numerous discussions, open forums, and *Forum* articles and have revealed some concerns in this area.

The Dean of Students encourages faculty to include the consequences for plagiarism in their syllabi, and most faculty do. According to the code of student conduct, instructors may give a student a failing grade if plagiarism occurs; the student, according to the same code, has the right to appeal the failing grade. Some administrators suggest that the current student disciplinary policy is satisfactory in regards to this issue. But, according to some faculty, enforcement of violations of academic integrity, both administratively and from instructor to instructor, has been uneven.

Recent efforts of the Academic Integrity Task Force and the new Academic Integrity Policy should invigorate efforts to maintain academic integrity, raise awareness of the extent of the problem, and to support students, administrators,

and faculty in their efforts to maintain academic integrity throughout the college. It should be noted, however, that instructors' policies on plagiarism within their courses is a matter of academic freedom, and faculty differ in their definition of and consequences for academic dishonesty.

Plan:

- The college should take all necessary steps to implement and enforce the Academic Integrity Policy once it is approved by the Governing Board and the President, and undertake appropriate activities to improve academic integrity throughout the college.

*2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Description:
DVC's philosophy statement reflects the college's commitment to diversity in numerous ways: providing access to a diverse community, creating a campus climate of tolerance, instilling an appreciation of many cultures, seeking and supporting a diverse staff, and addressing the diverse needs of the community it serves. (document: 2.1.1, college catalog, philosophy statement, p. 9) Because the purpose of the college's mission statement is to "implement its philosophy," diversity is at the heart of the college's work. (document: 2.1.1, college catalog, mission statement, p. 8)

The DVC Strategic Plan Progress Report of March 2001 affirms that the college will "continue to expand its efforts to integrate a multicultural and international perspective into its curriculum and programs and to hire faculty and staff who reflect the diversity of the student population." (document: 2.6.1, Update on DVC Strategic Plan) Also, the college is mindful that diversity can be defined in many ways including ethnic diversity, but also including disabled students and staff, gay and lesbian students and staff, as well as older and returning students.

DVC's student body is 38 percent ethnically diverse; additionally, from 1990 to 2000, the increase in the percentage of each minority group has been significant:

| | American Indian | Asian-Pacific Islander | African-American | Hispanic | White |
|---|---|---|---|---|---|
| percent change from 1990-2000 | + 11.0% | + 65.1% | + 44.7% | + 64.4% | - 28.6% |

(document: 2.6.2, Fact Book, DVC Enrollment By Ethnicity, table 2.4.1, p. 59)

DVC has had considerable success in attracting minority students and helping them transfer to four-year institutions. In 1999-00, 49 percent of DVC students transferring to the UC system and 31 percent of the students transferring to the CSU system were from ethnic minorities. (document: 2.6.3, ethnic distribution of transfer students) The college offers a Summer Institute aimed at disadvantaged

area high school students and a Talent Search Program to attract other disadvantaged students in its service area.

One of the ways in which the college demonstrates its commitment to diversity is in the diversity of its staff. The 1999 campus census reported that 33 percent of management and 24 percent of faculty are non-white.

Adhering to the district's hiring policy is another way in which DVC demonstrates its commitment to diversity. For faculty hiring, working with the college affirmative action officers, faculty set goals for the diversity of the applicant pool. Three times during the hiring process the diversity of the applicant pool is checked, and if there is a lack of diversity in the pool, the hiring process can be extended or postponed. The decision to extend a hiring procedure is made by mutual agreement by the faculty hiring committee working with the affirmative action officer. (document: 2.6.4, hiring policy)

Between 1996 to 2001, the college hired fifty-three tenure-track faculty; 26 percent of these instructors were from under-represented minorities. However, because nearly 40 percent of the student population is ethnically diverse, despite the college's commitment to having a diverse staff, there is a growth in the gap between faculty and students in terms of diversity. (document: 2.6.5, Midterm Report)

Starting in 1992, DVC has included a multicultural studies requirement for its A.A. degree. Using the University of California's American Culture Institute's guidelines for multicultural courses, DVC now offers twenty-six courses to fulfill this requirement. Also, courses that address individual cultures are offered in English, history, family life, psychology, sociology and social science. (documents: 2.1.1, college catalog and 2.6.6, Schedule of Courses)

The college attempts to promote respect for and commitment to diversity in numerous programs, activities, and clubs. The Puente program (focusing on Latino issues and writers), the PACE program (for adult college education), EOPS (Extended Opportunity Programs and Services), a child care program, four levels of ESL programs, and DSPS (Disabled Student Programs and Services) are all integrated in the college's programs.

In spring 2001 the Associated Students of DVC (ASDVC) sponsored over twenty-five clubs whose interests reflect the spectrum of campus diversity. ASDVC and the college also sponsor cultural activities throughout the year including Women's History Month, an annual Ethnic Storytelling Festival, Black History Celebration, Cinco de Mayo, Native American cultural events, and forums on topics ranging from globalization to the presidential election.

Among its ongoing committees, the college has an Affirmative Action Committee, a Multicultural and Diversity Committee, and a Gay and Lesbian Alliance, all of which, as part of their mission, address campus issues of diversity and equity.

Over the last eight semesters, the Staff Development Center has offered over thirty workshops to promote appreciation of diversity on campus including such topics as "Diversity at DVC: Successes and Failures," "The Nuts and Bolts of Learning Disabilities," "Forming a Gay-Bisexual-Straight Alliance at DVC," and "Culturally-Influenced Learning Styles." (document: 2.6.7, FLEX activities addressing diversity)

Analysis:
The 1996 accreditation team recommended that DVC "should find ways to ensure that diversity is valued, embraced and achieved" (document: 2.6.8, reaffirmation of accreditation), and the college has made considerable progress in demonstrating an appropriate understanding of the issues of diversity and equity. The Strategic Plan, published in July 1999, affirms the college's intention to "expand its efforts to integrate multicultural and international perspectives into its curriculum and programs and to hire faculty and staff who reflect the diversity of the student population." (document: 2.6.9, Strategic Plan) In 1998, the Multicultural Diversity Committee was formed for the purpose of providing support for faculty, staff, and student efforts to foster diversity at the college. Additionally, Partnership for Excellence (PFE) funds have been allocated to advance the institutional commitment to diversity. The Diversity Assessment and Planning Task Force was established for the purpose of deepening and clarifying DVC's support for diversity, and recommending a plan to help the college accomplish its mission as it pertains to issues of equity and diversity.

The college has achieved much to ensure that diversity is valued across the campus community, and there is much evidence that the administration and staff are committed to integrating multicultural perspectives in all aspects of college life. The number of courses, clubs, and activities, some listed in the description above, reflect the diverse backgrounds of the student body and the community at large. Numerous course offerings, staff development opportunities, and formal and informal discussions partially demonstrate this commitment. In a recent campus survey, students evaluated "racial harmony at this college," at 3.69 (on a five-point scale) just below the national average. (document: 2.1.3, ACT Student Survey, item 39) Disabled Students and Programs Services (DSPS) staff and disabled staff members report that the college's programs, practices, and accommodations are, in general, reasonable and appropriate. Re-entry and older students, who represent up to 46 percent of the student population, are well served by the re-entry program, numerous brown bag sessions, and a supportive student body and staff.

However, the administration, faculty, classified staff, and students of the college recognize that diversity is a complex and controversial issue, and the goal of

demonstrating "through policies and practices an appropriate understanding of and concern for issues of equity and diversity" is never fully achieved.

For example, support for gay and lesbian students and staff has been less visible and in some ways less successful than support for ethnically diverse students and staff. While there appears to be tolerance amongst staff, students have indicated that they still fear disapproval by their peers and perhaps staff as well. Gay and lesbian staff indicate that they are dissatisfied with the district's benefits policy which requires staff members to pay for benefits rather than have them included in the employees' benefit package.

Much of the concern on campus regarding diversity focuses on issues of ethnic diversity. There is, for instance, a split among the staff in how well the college promotes, supports, and demonstrates its sensitivity to these issues. For example, the self study survey reveals a significant difference in the response to this item: "DVC demonstrates an appropriate understanding of and concern for issues of diversity." Of the valid responses, 88 percent of white staff members expressed agreement with the statement in comparison to 67 percent of the non-white respondents who agreed. While these are both positive indications, they represent a statistically significant difference between the groups, and demonstrate a striking gap in the perceptions of white and non-white staff members on this issue. (document: 2.1.2, Self Study Survey, item 12)

Furthermore, in spite of the fact that 67 percent of the non-white staff agreed that DVC demonstrates an appropriate concern for issues of diversity, this was the highest percentage among the seventeen demographic groups represented in the survey. (document: 2.1.2, Self Study Survey, item 12) In conversations with the standard committee, through open forums, interviews, and comments on the self study survey, some staff from ethnically diverse groups expressed concern that there was reluctance on the part of white staff to see their perspective on issues of diversity and equity. Some think that the voice of individuals from under-represented groups has been marginalized in campus conversations while others see pressure to exhibit political correctness especially on issues of ethnicity. What some might deem minor or irrelevant concerns, others interpret as meaningful instances of insensitivity. For example, some think using a term like *Oriental* as a demographic category for Asian-Americans in a campus survey is evidence of insensitivity on the part of the college while others think such use is inadvertent or harmless. (document: 2.1.3, ACT Student Survey)

Diverse faculty and staff have at times expressed reluctance to be truthful or are not comfortable in their responses to questions regarding issues of diversity and equity. Some individuals reported nervousness about indicating their ethnicity on the self study survey for fear that they could be identified and subject to criticism. Though not pervasive, some diverse staff feel it is better to remain silent in public discussions about these issues; in contrast, others clearly are not reluctant to speak up and raise issues in public forums. Similarly, some staff feel that

programs of particular interest to the college's diverse population (e.g. display of the AIDS quilt, ethnically-focused course offerings, music and games played in student areas) ought to be given greater support by the college, including more publicity as well as more visible administrative and faculty support. Others, however, feel just as strongly that such activities should receive precisely the same amount of publicity and support as all other programs the college offers.

Through policy and practice, the college appears committed to hiring a diverse staff and significant effort goes into ensuring that there is considerable diversity in the applicant pools; in spite of this, results have been mixed. During the three-year period, 1996-1999, nearly 30 percent of new tenure-track instructors were from ethnic minorities; however, this is less than the 40 percent ethnically diverse student population, a percentage that continues to rise. Thus, even though the hiring policy assures that there will be diversity in each of the faculty applicant pools, the college has not yet reached its goal of hiring faculty and staff that reflect the demographics of the student population. In addition, some academic departments report the difficulty of meeting the diversity goals of the applicant pools and hope that the Human Resources department at the district will assist in their efforts. It should be noted, however, that some staff still feel that taking race and ethnicity into account, even indirectly, in any institutional practice, including hiring and curriculum, is inappropriate and perhaps illegal.

To address some of the issues of diversity and equity on campus, a Diversity Task Force has been charged with the responsibility of producing an institutional assessment and strategic plan for diversity that will be disseminated to the campus community. The task force will examine the educational programs and services needed to successfully educate and support a diverse DVC student body. Significantly, the task force enlisted the expertise of a nationally known diversity authority to address the staff on All-College Day in fall 2001, and he will facilitate the assessment of diversity issues on campus and make recommendations to the campus community as a whole.

Plans:

- The college should evaluate and, as appropriate, implement the recommendations of the Diversity Task Force and the diversity consultant in order to achieve the equity and diversity goals of the master plan.
- The Affirmative Action Committee, with support from the district Human Resources Department, should develop a plan to recruit, hire, and mentor qualified, promising candidates from underrepresented groups.

2.7 *The institution demonstrates honesty and integrity in its athletic programs.*

Description:
The college places a high value on athletics and physical education as part of a student's overall education plan. In order to earn an associate of arts degree, two semester units of physical education are required.

The intercollegiate program provides a well-balanced offering of men's and women's sports: eight men's and nine women's. The college is part of the Pacific Athletic Conference and the California Community College Commission on Athletics, and, as such, promotes and abides by the rules required to compete in intercollegiate athletic competitions. The requirements a student must meet in order to be eligible to participate in intercollegiate sports are listed in the college catalog. (document: 2.1.1, college catalog, p. 23)

All athletes are expected to be matriculated through the college's orientation, advisement, and assessment processes. Although a counselor has not been specifically assigned to athletes, most coaches will refer their athletes to one or two particular counselors. Partnership for Excellence (PFE) funds will be used to support athletic counseling starting in 2001. Prior to athletic events, the Admissions and Records Office, in conjunction with the coaches, routinely verifies that an athlete is maintaining acceptable academic progress as defined by the California Community College Commission of Athletics.

Analysis:
Diablo Valley College has an excellent athletic program that has been recognized for many years by the success of its intercollegiate teams. Coaches place a high value on the student-athlete's educational progress and have been very successful in assisting athletes in transferring to four-year colleges and universities. In spring 2000 nearly eighty athletes transferred to four-year, degree-granting institutions. Many of these students have qualified for athletic scholarships.

There is a good balance in the support given to both men's and women's athletic programs. In the past, one area of concern has been the imbalance between the men's and women's locker rooms, a problem that will be corrected by the remodeling project starting in 2001.

Although there is no counselor specifically designated to athletics, one or two counselors routinely advise the athletes, and these counselors believe that this informal arrangement has been helpful for the athletes. PFE funding for this purpose reflects the college's commitment to the student-athlete. Some counselors feel that the program could be improved by providing dedicated counseling services for student athletes.

Plan:

- The athletic and counseling departments should collaborate to explore the benefits of having a dedicated counseling service for student-athletes or ensuring student athletes meet with a college counselor at least once a semester.

2.8 *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosures, and self study requirements.*

Description:
In all its dealings with the Accreditation Commission, Diablo Valley College demonstrates honesty and integrity in its effort to comply with the commission's standards, policies, guidelines, and self study requirements. The college complies with all of the commission requirements. Self studies, midterm reports, annual reports, etc. are completed in a timely manner. The Dean of Instruction is the Accreditation Liaison Officer and co-chair of the accreditation self study process; a tenured faculty member was given reassigned time to serve as co-chair of the self study. An administrative assistant was hired to provide clerical and organizational support, to procure documents and keep work-area notebooks and other information up to date.

During fall 2000, the Accreditation Executive Committee, comprised of the Accreditation Liaison Officer, the faculty co-chair, the college President, and the Faculty Senate and Classified Senate Presidents, met to select and approve co-chairs for each standard. Collectively, the twenty co-chairs of each standard, the Accreditation Liaison Officer, and the faculty co-chair comprise the Accreditation Steering Committee. An effort was made to ensure that faculty, classified staff, and administrators were represented on the Steering Committee. For each standard, volunteers were contacted to form the committees and provide a balance of faculty, classified staff, administration, and students in both number and level of participation.

A website for the self study was created in August 2000, and third drafts were posted for online discussion and commentary in August and September 2001. Numerous replies were received through email. Open forums for all the standards were conducted in September 2001. The final draft was written in consultation with the Steering Committee and the Executive Committee and completed by October 2001. Final proofreading and approval by the Steering Committee, Executive Committee, and Governing Board were completed in November 2001.

The self study was mailed to the commission in February 2002, forty-five days prior to the site visit.

Analysis:
Diablo Valley College complies with the commission's principles to encourage broad-based participation in the preparation of this self study report. Many of the standards have held open forums. There was a concerted effort to have representation from all constituent groups on each standard. Numerous emails and flyers were distributed disseminating information and soliciting input, and a website, accessible to the entire college, was created to post drafts and receive

commentary from the college community. Members of the accreditation Steering Committee agree that the college has complied with both the spirit, intent, and letter of the commission's principles.

Plan:

- None

*2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.*

Description:
The college has many policies and practices that relate to its mission, programs, and services. Some of these include:

- Program review
- Matriculation
- Admissions policy including international students
- Strategic Plan
- Program discontinuation
- Course approval
- Prerequisite and requisite challenge processes
- Grade and instructor's rights policies
- Student grievance policy (instructional and non-instructional)
- Affirmative action

Publications such as the student planning guide, course schedules, and catalogs are reviewed regularly by various departments to ensure that information about programs and services is accurate and current. In the past, a cross-constituency Publications Committee maintained oversight of all printed publications, but that committee no longer meets regularly. The review of college policies in printed publications is now the responsibility of a single individual.

In general, institutional policies and practices are published in the Board Policy Manual, Business Policy Manual, Personnel Manual, and the college catalog. These manuals are available in the district office, President's office, and some administrative offices. It is planned that all of these policies will be accessible online through either the district or college websites.

Analysis:
Over the last two years, the District Governance Council has reviewed all district policies. Over the last five years, the DVC Governance Council or the Leadership Council has attempted to review all college policies in order to revise policies or eliminate those that are no longer viable. Using this process, some college polices have been formally reviewed and revised using the college's

shared governance model. The Leadership Council, however, has not been successful in accomplishing this goal over the last two years.

The practices of the college, in general, follow its published policies and this ensures the integrity of its mission, programs, and services. However, in some areas, no college policy currently exists to direct practice as is the case with re-assigned time for faculty and the matriculation program.

At times, there are differing perceptions about whether or not institutional policies are being followed. For instance, in 2000-01, the International Students Program established an alternative to the existing language proficiency requirement as measured by the Test of English as a Foreign Language (TOEFL) for new international students. Because there was no consultation with the Faculty Senate, some faculty believe that college policy was neglected in this case. In response, the coordinator of the program believes that there was no need for consultation, and no policies were violated in this instance.

Also, while there are state regulations governing the organization and process for decision-making for the matriculation program, previous to spring 2001 DVC's Matriculation Advisory Committee had not met for over a year although the program continued to function and funds were dispersed.

In addition, there have been errors in college publications due the delay between the approval of new courses and course changes by the Instruction Committee and their processing through the Dean of Instruction's office. While faculty sometimes interpret these delays as a lack of efficiency or an unwillingness to follow the process, the Dean of Instruction indicates that his office must necessarily check details such as course maximums, load values, etc., and that this verification process causes the delays. Within the last year, an administrative assistant has been added to the staff of the Office of Instruction part of whose responsibility will be to make sure that the actions of the Instruction Committee and the Dean of Instruction are communicated to the appropriate divisions and college scheduler in order to ensure that all college publications are accurate.

Although the appropriate dean or area director has ultimate responsibility for checking the accuracy of published college policies, there is also no systematic process for checking the accuracy of college policies that appear in print or online materials. The college has an Electronics and Print Publications Committee, but it meets infrequently and focuses on larger issues concerning publication design and language consistency rather than on the accuracy of the description of the policies themselves; consequently, sometimes errors occur.

It is fair to say the college has not had a systematic policy review process. The administration has expressed interest in revising policies, and in 2000-01 the Leadership Council began to review all college administrative policies and

procedures and eliminated some policies and procedures that had no relevance to the college. However, there still is no formal, agreed-upon process for the revision of college policies and procedures.

Plans:

- The college should develop a fair, systematic process for reviewing college policies and ensure that all print and online publications are accurate.
- The college should compile and publicize an accurate list of all institutional policies and procedures that relate to its mission, programs and services, as well as the dates of their last review.
- The Leadership Council should develop a process to monitor the implementation of college policies including a plan of remediation when problems occur.

## STANDARD TWO DOCUMENTS

| | |
|---|---|
| 2.1.1 | Diablo Valley College Catalog, 2001-02 |
| 2.1.2 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 2.1.3 | American College Testing Student Opinion Survey, 2000 |
| 2.2.1 | Governing Board Policies Administrative Procedures 2018: Academic Freedom |
| 2.3.1 | Contra Costa Community College Faculty Evaluation Guidelines, July 1994 |
| 2.5.1 | Academic Integrity Policy approved by Faculty Senate, May 1999 |
| 2.6.1 | Update on DVC Strategic Plan, March 2001 |
| 2.6.2 | Institutional Effectiveness Fact Book 2001 |
| 2.6.3 | CPEC Student Profile Ethnic Distribution of Transfer Students, December 2000 |
| 2.6.4 | Hiring Policy, January 1994 |
| 2.6.5 | Midterm Report to the Accrediting Commission for Community and Junior Colleges, November 1998 |
| 2.6.6 | Schedule of Courses, Fall 2001 |
| 2.6.7 | FLEX Activities Addressing Diversity |
| 2.6.8 | Reaffirmation of Accreditation, June 1996 |
| 2.6.9 | Strategic Plan, July 1999 |

## **STANDARD THREE**: INSTITUTIONAL EFFECTIVENESS

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*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

Co-chairs:

| | |
|---|---|
| Mohamed Eisa | Administrator, Assistant Dean of Planning, Research, and Student Outcomes |
| Karen Toloui | Faculty, English |

Committee:

| | |
|---|---|
| Barbara Allenza | Classified, Admissions and Records |
| Tom Barber | Faculty, English |
| Karen Castle | Faculty, Physical Science |
| Dale Craig | Classified, Planning, Research, and Student Outcomes |
| Mark Glasser | Student |
| Merv Maruyama | Faculty, Counselor |
| Luz Ruiz | Faculty, Art |

# STANDARD THREE:
# INSTITUTIONAL EFFECTIVENESS

*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.*

## 3.A Institutional Research and Evaluation

*3.A.1 Institutional research is integrated with and supportive of institutional planning and evaluation*

Description:
Institutional research at Diablo Valley College has been well integrated with and supportive of planning and evaluation at the college. Throughout the 1990s, the research office provided information needed for planning and evaluation activities, both at the institutional level as well as the departmental and unit levels. The recent reorganization and renaming of the research office, now called the Office of Planning, Research, and Student Outcomes, reflect the changing role of the office and the importance of the symbiotic relationship between research, on the one hand, and planning and evaluation on the other. Research data has been pivotal in the development of the college's strategic plan and the subsequent evaluation of the college's accomplishments. Furthermore, use of research data to assess student outcomes and to complete program reviews and self studies provide additional evidence of this symbiotic relationship.

The Office of Planning, Research, and Student Outcomes (hereafter the Planning Office), the Contra Costa Community College District (CCCCD) Research Office, and the State Chancellor's Office are the main sources of research data that the college uses in planning and evaluation. The Planning Office obtains the majority of its data from the district administrative software system, Datatel. Other campus departments, including Assessment, Admissions, Instruction, Financial Aid, and programs such as Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS), also contribute data to the Planning Office.

The Planning Office performs numerous studies upon request in support of a wide range of college programs and services including the Partnership for Excellence (PFE), accreditation, program review, student services, matriculation, and assessment. Studies of broad interest have been published occasionally as research briefs.

For a number of years the Planning Office combined most of the statistics into a fact book, which was distributed to the President's Cabinet and to other managers, and posted on the college website. Recently, the fact book has been subsumed into the new Institutional Effectiveness Fact Book (hereafter the Fact Book), published in September 2001. The new publication includes tables, charts, and in-depth analysis on the following subjects: enrollment patterns, survey research, student performance, benchmarking, and evaluation of the college's strategic plan. The Fact Book also has a section which assesses the college's progress toward meeting its goals under the Partnership for Excellence (PFE) program, including deg ees and certificates awarded, successful course completion, workforce development, basic skills improvement, and transfer to four-year institutions. More than one hundred copies of the Fact Book were distributed to faculty, staff and managers throughout the campus, and it will be posted on the college's website. (document: 3.A.1.1, Institutional Effectiveness Fact Book)

The Planning Office is building a new infrastructure that includes exclusive server data storage, web programming, and easy access to its reports on a dedicated website; however, it needs special technological support from computer services. These technological advances will allow the college to place the Fact Book, program review data, and other useful information online, thus allowing the entire college community to assess its weaknesses and address them more quickly.

Analysis:
The Planning Office is increasingly integrated with, and supportive of, institutional planning and evaluation. In 2000-01, the office reconstituted the Accountability and Research Committee and is creating and administering surveys as well as providing analysis of the survey data to the campus community. In addition, the Planning Office has created a more rigorous program review system that includes new configurations of data and analysis to inform and support the information needs of the college. Reports by the Planning Office inform instructional review, hiring decisions, and other institutional planning. The Planning Office keeps the President apprised of the college's progress in meeting Partnership For Excellence (PFE) goals for the year 2005.

The publication of the Fact Book marks a milestone in enhancing the integration of research data with planning and evaluation at DVC. One of the distinguishing features of this publication is its emphasis on linking research, planning, and evaluation. Each major section ends with a summary and implication for planning. The Fact Book will be updated annually and thus will constitute an ongoing linkage between current research data, planning, and evaluation.

Plan:
- None

*3.A.2 The institution provides the necessary resources for effective research and evaluation.*

Description:
The Planning Office has been in existence throughout the 1990s although the name, role, and responsibility of the office have changed over the years in response to the changing needs of the institution. Until recently, the efforts of this office have focused on institutional research activities and coordination of the college's matriculation efforts. The major emphasis has been on data collection, analysis, and dissemination, particularly to internal constituents (faculty, division and department chairs, and administration). In addition, the office completed numerous research studies and coordinated various institutional surveys.

During 1999-00, the Research Office was reorganized and renamed the Office of Research, Planning, and Student Outcomes, the title of director was elevated to Assistant Dean, and additional resources were allocated to this office. The reorganization of the office included the following:

- Redefining the mission of the office, with emphasis on the integration of planning, research, and student outcomes.
- Adding a new staff position, Coordinator of Institutional Effectiveness, funded through the Partnership for Excellence (PFE) budget.
- Supporting the college's drive to improve its PFE performance to meet 2005 goals.
- Developing databases suitable for longitudinal analysis and for publishing the annual college Fact Book.
- Providing high-quality, relevant, and timely data for program review.
- Engaging regularly in self-evaluation through surveys of the faculty, staff, students, alumni, and others.
- Taking a leadership role in the accreditation self study process itself, including analysis of surveys, publication of the Fact Book, providing research support to other standards for accreditation, and the assistant dean co-chairing Standard Three.

The Planning Office now has funds allocated for four positions: Assistant Dean, College Research Coordinator, Coordinator for Institutional Effectiveness, and Research Staff Assistant.

The position of the Assistant Dean was vacant for almost two years until it was filled in September 2000. The Research Coordinator's position has been vacant since the beginning of December 2000. The Coordinator for the Institutional Effectiveness position has not yet been advertised.

The budget structure of the Planning Office was changed during 2000-01 and is now linked to both matriculation funds and an independent research budget.

Analysis:
As of the beginning of the fall semester, 2001, the Planning Office does not have the human resources it needs to carry out the reorganization plans for the office. The staff needs to be increased to meet the expanding demand for research data and for institutional effectiveness activities.

Data integrity is a major challenge for the college. The new administrative software system, Datatel, is the primary cause of this problem and has given staff and faculty considerable difficulties. It should be pointed out, however, that many of the same data inconsistencies present in Datatel existed in the previous computer data system, Legacy. The Planning Office cannot provide satisfactory studies using insufficient or incomplete data. Because the Datatel system is primarily a district function, the district's information technology unit needs to devote a significant effort to cleaning up data and coordinating efforts by all three colleges to do the same.

Additionally, the data warehouse, which has been in the planning stages for nearly two years, has received many setbacks and has still not been implemented completely. This system needs to be fully functional if longitudinal studies with comparable data are to be done in a timely and reliable fashion.

Another concern is that the Planning Office is too distant physically from the other management offices. The staff is working in outdated facilities in a physical setting that is not conducive to concentration and good communication. However, the college is currently developing plans for moving the office to a renovated facility at a central campus location.

Plan:

- The college should expedite hiring of the additional staff needed for the efficient operation of the Planning Office.

*3.A.3 The institution has developed and implemented the means for evaluating how well and in what ways, it accomplishes its mission and purposes.*

Description:
According to its philosophy statement, Diablo Valley College identifies as its primary objective the development, growth, and success of each of its students. The mission statement, which is intended to implement the philosophy of the college, identifies four major areas of emphasis – transfer, workforce development, economic development, and pre-collegiate preparation. (documents: 3.A.3.1, college catalog, philosophy and mission statements, pp. 8 – 9)

DVC has developed and implemented numerous methods for evaluating how well it accomplishes its mission and purposes. These methods may be grouped into the following categories:

- Evaluation of the Strategic Plan
- Surveys of college constituent groups
- Evaluation of student outcomes
- Internal reviews of programs and services
- External evaluations by outside agencies
- Evaluations for special purposes

A brief discussion of these six broad categories of evaluation follows.

**Strategic Plan**

In March 2001, the DVC Planning Council prepared a progress report to evaluate the accomplishments of the college's twenty-six strategic directions. (document: 3.A.3.2, Update on DVC Strategic Plan) This evaluation identified areas of both strength and weakness. Action plans will follow in 2001-02 to ensure continuous progress in reaching the college's goals as stated in the 1999 Strategic Plan. (document: 3.A.3.3, Strategic Plan) The Planning Council is expected to complete this type of evaluation on an annual basis.

**Surveys**

Surveying the college's constituents is another effective way of assessing institutional quality. DVC developed and administered several surveys in the past five years including the Enrollment Process Student Satisfaction Survey (spring 2000); the American College Testing (ACT) Student Opinion Survey (fall 2000); the Accreditation Self Study Survey (spring 2001); the Student Health Center Survey (spring 2001); the Leavers Survey (fall 2001); and the Student Information Survey (fall 2001). (documents: 3.A.3.4, Enrollment Process Student Satisfaction Survey; 3.A.3.5, American College Testing (ACT) Student Opinion Survey; 3.A.3.8 Analysis of Accreditation Self Study Survey; 3.A.3.6, Student Health Center Survey; 3.A.3.7, Leavers Survey)

The purpose of the Enrollment Process Survey was to assess student satisfaction with the spring 2000 enrollment process. The survey examined three areas: customer service (personal interaction of students through different phases of the enrollment process), technology (use of Datatel system), and process (steps through which each student must go to complete the enrollment process). Several areas of improvement were identified, and the college is gradually implementing the recommendations of the survey. (document: 3.A.3.4, Enrollment Process Survey)

The ACT Student Opinion Survey used a standard national instrument that allowed for comparison with national norms of community colleges. Analyses of results reveal the need for enhancing several college services and instituting improvements in the college environment. (document: 3.A.3.5, ACT Student Survey)

The Accreditation Self Study Survey was developed in connection with the six-year cycle of the college's regional accreditation by the Accrediting Commission for Community and Junior Colleges. By soliciting the views of faculty, staff, and managers, this survey assessed constituent groups' perceptions of the quality of the campus's compliance with the accreditation standards. The results of the survey assisted the college in identifying areas in need of attention and were used significantly in preparation of this self study report. (document: 3.A.3.8, Self Study Survey)

The Student Health Center Survey's objective was to assess the need for a student health center. All three colleges in the district participated in the survey. (document: 3.A.3.6, Student Health Center Survey)

The Leavers Survey was administered to vocational education students; its major purpose was to identify the reasons students leave vocational programs and to assist in developing plans aimed at improving the retention of students in vocational programs. (document: 3.A.3.7, Leavers Survey)

The Student Information Survey aimed to identify economically disadvantaged students in vocational education programs with the objective of improving the quality of services provided to this group. (document: 3.A.3.9, Vocational, Technical Education Act (VTEA) Student Information Survey)

**Student Outcomes**

DVC uses various measures to evaluate student performance. Those measures are included in the progress reports prepared for the Partnership for Excellence (PFE) program. There are five indicators of performance:

- Number of students who transferred or are prepared to transfer to four-year institutions
- Number of degrees and certificates awarded
- Successful course completion rates
- Workforce development (vocational education)
- Basic skills improvement in English and mathematics

Evaluation of the college's achievements in these areas is a continuous process that is carried out annually.

In addition to the five areas listed above, the college also evaluates student achievements in several other ways including retention rates, persistence rates, and passing rates on licensure examination in certain professional areas.

**Internal Reviews**

DVC has several processes in place for carrying out internal evaluations of programs and services. These approaches include, but are not limited to, the following:

- Program review for instructional areas
- Curriculum review
- Benchmarking
- Annual reviews of faculty load
- Evaluation of teaching effectiveness

Individual instructional programs are evaluated every five years at the academic unit level through the Program Review process established in 1995. This process, overseen by the Office of Instruction, requires that each unit evaluate its progress toward goals and objectives established in DVC's Strategic Plan and mission statement. After its completion by faculty members, the program review is submitted to the department, division council, division chair, and Instruction Office; it is then forwarded to the President. According to the self study survey, approximately 70 percent of both faculty and managers agree that their unit has a well-developed process of planning to meet its program goals; however, over 25 percent of each group disagree with this perception. (document: 3.A.3.8, Self Study Survey, item 14)

Currently, the Program Review Task Force is revising the program review model so that it will better reflect the goals of DVC's Strategic Plan and include steps to make the process more meaningful and effective. Presently, program review exists only for instructional programs.

Curriculum review, another form of evaluation, is overseen by the Instruction Committee. This body ensures that the campus complies with state regulations governing courses by examining course outlines with regard to both format and content.

Use of benchmarking data to compare DVC's performance with other colleges is another vehicle for evaluation. Benchmarking at DVC focuses on comparing performance measurements with five peer public community colleges in the state. Several benchmarking indicators were used to compare DVC with its peers: number of transfer students to baccalaureate programs, number of degrees and certificates awarded, course success rates, workforce development, basic skills development, diversity, and library holdings.

Division chairs, in consultation with the Dean of Instruction, carry out annual reviews of faculty load. This review process includes an evaluation of faculty productivity in terms of student enrollment in various courses. The outcome of this annual review process contributes to the assessment and reallocation of available faculty positions among various departments.

Evaluation of teaching effectiveness is an important component of faculty evaluations. Students are provided the opportunity to express their perception of the faculty member's teaching effectiveness using a rating scale of 1 to 5 and are

also encouraged to write appropriate comments. Student evaluation surveys, classroom or worksite observations conducted by faculty or managers, and videotaping are key components in the appraisal of teaching effectiveness. (document: 3.A.3.10, student evaluation form for teaching faculty)

The results of the college's evaluation and assessment activities have been compiled in a new publication entitled Institutional Effectiveness Fact Book, which was first published and disseminated to college constituents in fall 2001. The Planning, Research, and Student Outcomes Office has the responsibility for updating and disseminating this book on an annual basis.

**External Reviews**

The college engages in several periodic external reviews by professional, governmental, and educational entities. The most comprehensive evaluation of the college is carried out every six years in connection with the institutional accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and College.

Other reviews are carried out by professional organizations in connection with program accreditation or certification. Several programs fall into this category, including the dental assisting program, the dental hygiene program, the culinary arts program, and the developmental children's center.

Additionally, the college participates in several categorically funded and grant-funded programs such as Extended Opportunity Programs (EOPS), Disabled Students Programs and Services (DSPS), matriculation, and CalWorks. These programs require internal review and self study, as well as periodic external audits to ensure compliance with state standards. In addition to these categorical programs, programs mandated by state regulations, such as the Transfer Center and a matriculation process, require yearly planning and evaluation that are submitted to the State Chancellor's office.

**Evaluations for Special Purposes**

These specialized evaluations are not carried out on a regular, systematic basis but are rather created to meet special needs of the college. Three examples may be used to illustrate the point:

- Assessment of facilities needs and cost in connection with a bond issue (1999-00)
- Assessment of department needs in connection with the distribution of additional funds by the Budget Oversight Committee
- Community Assessment Program (CAP), carried out by the College Board for the Contra Costa Community College District. Seven assessment studies were conducted in 2001:
  - CAP1: A Study of the Demand for Lower Division Undergraduate Education for Adults (25 years and older)

- CAP2: A Study of the Demand for Lower-Division Undergraduate Education for Young Students (18-24 years old)
- CAP3: A Study of the Unmet Training Needs of Companies in Contra Costa County
- CAP4: A Study of the Supply of Lower-Division Undergraduate Education Offered by Other Institutions
- CAP5: A Study of the Potential Supply of Lower-Division Undergraduate Courses From the Institution Itself
- Supplementary Study 1: A Study of the Needs and Attitudes of Area High School Seniors
- Supplementary Study 2: A Survey of Opinions Held by Students Enrolled in English as a Second Language (ESL)

(document: 3.A.3.11, College Board report)

Upon completion of these studies, the College Board prepared a 99-page document that included policy recommendations based on these studies. These policy recommendations were presented to the college community in open forums in spring and fall 2001. (document: 3.A.3.11, College Board report)

Analysis:
Diablo Valley College has a well-established program for evaluating its progress toward accomplishing its mission and purposes, and its evaluation program has been effective in identifying areas of strength and weakness. The strength of the evaluation programs is due to the variety of methods used for evaluation and assessment. The Institutional Effectiveness Fact Book has been useful in bringing together in one publication a vast array of information evaluating various aspects of the college. (document: 3.A.1.1, Fact Book)

A considerable amount of assessment and evaluation has been accomplished recently. However, the college needs to take a more systematic approach if it is to incorporate the results of its evaluation efforts into its planning process. The Planning Council should play a pivotal role in this process.

Some key surveys should be added to the current inventory including a survey of alumni, local employers, and key four-year institutions. Graduates can provide valuable information about how their experiences at DVC served them in pursuing their goals and objectives. Employers and four-year transfer institutions could provide useful information on the success of students after completing programs at DVC.

While there is a considerable effort devoted to internal evaluations related to program review, curriculum review, teaching effectiveness, and course retention, success, and persistence, there is little institutional effort directed toward assessment of student learning. Evaluation of student competencies in general education and in the major fields in vocational education could provide valuable information for future planning.

The program review process should be revised to promote feedback and corrective action. Furthermore, the lack of an evaluation process for non-instructional programs makes the existing process incomplete.

Plans:

- The college should make plans to implement the recommendations of the Program Review Task Force after the appropriate constituent groups have approved them.
- The Program Review Task Force, or other appropriate body, should establish an evaluation process for all non-instructional areas.
- The college should develop and conduct surveys of alumni, employers, and four-year institutions on a regular basis.
- The college should develop plans for evaluating student competencies in general education and certain areas of vocational education.

*3.A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.*

Description:
The evaluation of programs is an ongoing process and is conducted not only for the accreditation self study, but also for program improvement in areas such as enrollment management, technology, and curriculum. In response to a variety of program evaluations, the college has made significant changes in scheduling, established a One-Stop Center for student services, created a Transfer Center, purchased computers for all faculty and staff, purchased over sixty classroom projection units, and made improvements in numerous other programs. (document: 3.A.4.1, Major DVC Achievements)

In curriculum improvement, successful change occurred after the English Division's program review of its literature program noted that many of the classes had low enrollments overall, and particularly, low enrollments among minority groups. Fearing that such low enrollments would lead to the loss of courses, the division's Literature Committee developed a plan to schedule courses at more convenient times, and at times when the courses would not compete with each other.

Another example of program review's positive effect on a program is the Learning Center's modifications of its programs after its program review in 1996. When it was determined that Learning Center students who were enrolled in study groups needed better quality assistance to help them achieve greater success in Basic Skills and ESL courses, the Learning Center staff took steps to improve the classroom aides' performance through more instruction and mentoring.

In March 2001, the Planning Council completed a progress report that

summarized the significant changes in the college made since the adoption of the Strategic Plan in 1999. This report indicates that progress has been steadily made in accomplishing many of the college's strategic goals: (document: 3.A.3.2, Update on Strategic Plan)

- The college restructured its research office in 1999 to create an Assistant Dean of Planning, Research, and Student Outcomes position to place greater emphasis on the systematic measurement of student progress.
- The college's Office of Planning, Research, and Student Outcomes developed a comprehensive program review process that provides enrollment, success, and productivity data on the college, division, department, and program level.
- Over the past three years, the college enhanced student access to its educational opportunities by expanding the schedule of online, short-term, and weekend courses.
- DVC's San Ramon Valley Center is building a new campus and increasing student services to accommodate increasing enrollments in southern Contra Costa County.
- The college expanded its offerings at off-campus sites such as the Contra Costa campus of CSU Hayward in order to increase accessibility of instructional programs and services.
- To meet the needs of under-prepared students, the college expanded its offerings in basic skills and sought ways to improve the quality and coordination of basic skills offerings.
- To enhance diversity on campus, more faculty and staff members from diverse backgrounds have joined the ranks of employees on campus.
- To provide campus-wide access to computers, the college developed and implemented its Technology 2000 Plan, allocating over $2 million for its implementation in 1999 and 2000.
- The college established a relationship with a new International Student Center to meet the needs of the ever-increasing number of international students.
- The college centralized access to student services by establishing a One-Stop Center.
- The Transfer Center was upgraded and revitalized in several ways to strengthen its effectiveness in identifying and assisting potential transfer students and smoothing their transition to four-year colleges.
- DVC's new Staff Development Center provides technology training and other staff development opportunities such as online courses, funds for attending conferences, and workshops.
- The college established a new Relations with Schools Office to coordinate existing outreach and improve the college's relationship with local school districts.
- DVC's Regional Training Alliance expanded its development and training for regional organizations, and the college developed learning and internship partnerships with a variety of companies.

- The college received significant new economic development grants and provided staff development and training to several thousand employees through its Training Alliance.

Analysis:
Although programs have been modified and improved as a result of program review, the success of program review, in general, has been quite uneven. The most serious issue facing the program review process has been the lack of systematic feedback regarding the results of the review. There is no clear evidence to demonstrate the relationship of program review results to planning activities at the institutional level. Although there are examples of programmatic improvement as a result of program review, in general successes are too few and unpredictable. Significant numbers (40 percent of managers and 32 percent of full-time faculty) disagree or strongly disagree that their respective "unit or department makes effective use of program evaluation . . . to improve the quality of programs." (document: 3.A.3.8, Self Study Survey, item 15)

Consequently, over time, the program review process has lost its effectiveness as an important component in the institutional planning process. Instructional units sometimes do not follow through with the review process, are late in completing it, do not take the process seriously, or, most importantly, do not make program improvements because of the review process. Some faculty members are now reluctant to take part in program review for fear that the review will lead to the downsizing or elimination of their programs.

It is important to note that the college is cognizant of these weaknesses in the program review process and has taken positive steps to develop an effective program review process for both the instructional and the non-instructional programs including the creation of the Program Review Task Force.

Plan:
- The college should improve its program review process for both instructional and non-instructional units, emphasizing both strengths and weaknesses and linking the program plans to that of the institution as a whole. An annual report of the program review activities should be made available to the college community.

## 3.B Institutional Planning

*3.B.1 The institution defines and publishes its planning process and involves appropriate segments of the college community in the development of institutional plans.*

Description:
Diablo Valley College is committed to planning for its future. The Strategic Plan, completed in 1999, serves as the blueprint for the overall improvement of the

college in a number of areas: excellence in teaching and learning, support services for students, establishment of public and private partnership in the community, planning and evaluation, and maintenance of an effective college infrastructure. (document: 3.A.3.3, Strategic Plan) Furthermore, the Enrollment Management Plan provides clear objectives and methodology for the growth and enhancement of student recruitment, enrollment, and retention. (document: 3.B.1.1, Enrollment Management Plan)

Since the last accreditation visit in 1996, the college has initiated and strengthened several planning processes all of which included broad-based participation by many different segments of the college community. During the five-year period, 1996-2001, several major planning documents were or are currently being developed:

- Enrollment Management Plan, 1997
- Partnership for Excellence Plan, 1998
- Strategic Plan, 1999
- Information Technology Plan 2000-01
- Program Review Task Force

Furthermore, in fall 2000, the Contra Costa Community College District (CCCCD) began the task of revising and updating the district's strategic plan. All three colleges in the district participated in a two-day retreat to complete this ambitious task. In addition, the CCCCD engaged the services of the College Board in spring 2001 to complete a market study of the district's service area. This study provided comprehensive data on demographics of adult students who are likely to take college courses, analysis of nearby competitor institutions, information on businesses in need of educational training for their employees, and data on high school students who are likely candidates for enrollment in community colleges. (document: 3.A.3.11, College Board report)

The planning process at DVC has also been strengthened through the establishment of five institutional groups that encourage the exchange of ideas from a number of constituent groups:

- Leadership Council
- Planning Council
- Budget Oversight Committee
- Information Technology Committee
- Enrollment Management Team

(document: 3.B.1.2, DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02)

The Leadership Council provides a forum for constituent leadership to discuss issues of general campus concern and is the final recommending body to the President with regard to college policies and major issues regarding college

resources. The Council consists of six members: the college president; the presidents of the Faculty and Classified Senates and Associated Students; and the vice presidents of United Faculty and classified employees Local One.

The Planning Council, formed in October 1999, is responsible for overseeing the implementation and continuing development of the college's Strategic Plan and for ensuring that other college planning and decisions regarding resource allocation, staffing, and program development are integrated with the Strategic Plan. The Planning Council is also responsible for the development of other major college-wide initiatives, such as the Partnership For Excellence (PFE) plan. The nine members of the council represent four constituent groups: faculty, classified staff, administration, and students. It reports to the college as a whole at the beginning of the academic year when it develops its action plan and at the end of the academic year when it reports on results.

The Budget Oversight Committee is responsible for recommending priorities for the major categories for the college budget. The seven members of the committee represent the administration, faculty, and staff. This committee reports to the Director of Business Services and as needed to the Leadership Council.

The Information Technology Committee is responsible for making strategic planning and policy recommendations for campus computing, networking, and instructional technology applications. This committee is also responsible for developing and overseeing the DVC Technology Master Plan. The fifteen members of the committee represent the four constituent groups: faculty, classified staff, administration, and students. The committee reports to the Dean of Information Technology and Services and, as needed, to the Leadership Council.

The Enrollment Management Team is responsible for overseeing the implementation of the Enrollment Management Plan. This team also makes recommendations for enrollment targets and for improving recruitment, retention, and enrollment strategies. The team consists of managers who are closely associated with enrollment activities. The team reports to the Dean of Instruction and, as needed, to the college President.

Analysis:
There has been broad-based and appropriate participation by the faculty, staff, administration, and students in the development and oversight of the college's Strategic Plan and in other planning documents, such as the Enrollment Management Plan, the Information Technology Plan, and the Partnership for Excellence proposal.

During the past five years, planning and evaluation at Diablo Valley College have evolved from a peripheral administrative activity to one pivotal in providing

effective management and leadership to the college. Evidence of the college's commitment to institutional effectiveness can be found in its allocation of resources to develop a functional Office of Planning, Research, and Student Outcome (i.e. the Planning Office), and its reliance on the work of the Planning Office staff to manage public data resources, various academic inventories, and other data essential to enhance the efficiency of the college's operation.

However, more work is needed to strengthen this area. While the college has made significant strides in developing major planning documents, the planning process is not yet systematically integrated with the planning, evaluation, and budgeting process.

Furthermore, although the Planning Council is considered a catalyst for the planning activities at DVC, it is a relatively new entity. Since its inception in October 1999, the Planning Council has had to focus almost all of its energies on the allocation of funds from the Partnership for Excellence program (PFE). Additionally, there is no planning calendar that guides the work of this council or other planning committees. The relationships between the Planning Council and various college planning bodies in general, and to the Budget Oversight Committee in particular, are not clearly articulated.

Plan:

- The college should clearly define and publish its planning process and establish a clear relationship between the planning, evaluation, and budget decision-making process.

*3.B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.*

Description:
Diablo Valley College has a defined process for planning and evaluation that has enabled the college to identify priorities for improvement. The major components of this process include the following:

- Curriculum review
- Certification and accreditation of programs by external agencies such as professional organizations or governmental bodies
- Other planning and evaluation activities such as annual and periodic reports prepared by the college
- Program review
- Surveys of faculty, staff, and students

The curriculum review process is one vehicle for integrating the evaluation and planning processes at DVC. The faculty in various programs carries out curriculum review regularly; however, approval of all revisions of course outlines must be granted by the Instruction Committee and the Dean of Instruction. The

Instruction Committee has the responsibility for approving new courses, revising existing courses, and adding or deleting certificate or associate degree programs. This committee meets every two weeks during the academic year and consists of thirteen faculty members and a student representative. The Dean and Assistant Dean of Instruction serve as resource persons to the committee. In 1999-00, the Instruction Committee evaluated and approved three new certificate programs, one new major, and forty-three new courses. In addition, the committee approved the revision of three certificate programs and sixty-four courses. The work of the Instruction Committee in approving of new courses, degrees, and certificates reflects the college's planning priorities and has a direct impact upon the allocation of college resources.

Program accreditation or certification by professional organizations or governmental bodies complements and enhances current planning and evaluation activities. Each external evaluation involves the preparation of a self study that is followed by on-site assessment. This report serves as a vehicle for establishing priorities for planning and resource allocation. In the past five years, the accreditation of four programs has been reaffirmed by professional organizations, while the continuation of four service programs was certified by professional, state, or federal governmental agencies:

- Dental Assisting: American Dental Association
- Dental Hygiene: American Dental Association
- Culinary Arts: American Culinary Federation Education Institute
- Developmental Children's Center: National Academy of Early Childhood programs
- Extended Opportunity Programs and Services (EOPS): State Chancellor's Office
- Disabled Students Programs and Services (DSPS): State Chancellor's Office
- Student Matriculation Program: State Chancellor's Office
- Financial Aid: United States Department of Education

The college has other processes that reflect its commitment to integrate planning and evaluation activities including the Planning Council's evaluation of the Strategic Plan, and periodic reports of the Budget Oversight Committee to the Planning Council.

Program review is considered a major vehicle for integrating planning and evaluation activities and is addressed primarily in part 3.A.4 of this report. In addition, surveys are another instrument used for evaluation and planning and are addressed in section 3.A.3 of this report.

Analysis:
During the past five years, Diablo Valley College has significantly improved its planning and evaluation processes for identifying institutional priorities through

the activities and deliberations of numerous campus groups. The Planning Council is gradually emerging as a catalyst for integrating the information generated by various constituent groups. The Planning Council, however, is still evolving and has yet to develop a planning agenda for its activities.

The college has an established instructional program review process but the program review reports have not been systematically examined or evaluated. Furthermore, several program review documents were either incomplete or not submitted. The Program Review Task Force is currently addressing these concerns; their work is described in section 3.A.3 of this report.

With respect to surveys, the college has conducted some surveys in the past but their administration has been sporadic and not directly tied to institutional planning.

Plans:

- The college should articulate the relationship between the Planning Council and other college bodies involved in planning and evaluation.
- The college should establish a systematic schedule for conducting surveys and using results appropriately for evaluation and planning.

*3.B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.*

Description:
DVC's Strategic Plan, developed in 1999, is a comprehensive plan that covers all aspects of the college. The Strategic Plan includes twenty-six strategic directions that fall into five broad categories:

- Excellence in teaching and learning
- Support services for students
- Establishment of public and private partnerships in the community
- Planning and evaluation
- Maintenance of a solid college infrastructure

Over the past two years, the Planning Council has also made a concerted effort to link the college's Strategic Plan to the goals of the Partnership for Excellence (PFE). This will ensure that DVC meets not only the mandates of the state regarding accountability for PFE funding, but also that the college accomplishes the goals set forth in the Strategic Plan.

In addition to the Strategic Plan and the plan to implement PFE funding, DVC has an established process for planning at various levels as indicated in section 3.B.2 of this report. Changes are implemented regularly to improve programs and services. The college has several plans to facilitate this process including

the Enrollment Management Plan, Technology Plan, and a Matriculation Plan. (documents: 3.B.1.1, Enrollment Management Plan; 3.B.3.1, Technology Master Plan; 3.B.3.2, DVC Matriculation Plan)

The annual budget is the financial plan for the following year. Mostly, strategic directions established by the Strategic Plan drive the allocation of funds.

The Contra Costa Community College District, in consultation with the college's management, faculty, and staff, carries out facilities planning. The district has developed both a five-year capital construction plan as well as a plan for the maintenance of the college facilities. (document: 3.B.3.3, five-year construction plan) In addition, facility needs are also articulated in the 1997 Educational Master Plan prepared by a team of educational consultants.

While the college itself does not have a formalized human resources plan, there are several committees that plan and monitor some aspects of human resources, including the Affirmative Action Committee and the Staff Development Committee. In addition, the district has recently hired a Vice Chancellor of Human Resources who has developed a new district master plan for human resources. This plan will considerably change how human resources needs and issues are addressed at both the college and district levels. (document: 3.B.3.4, Proposed Restructuring of Human Resources)

Analysis:
The accomplishments enumerated by the Planning Council's progress report indicate that DVC has had considerable success in improving its programs and services while maintaining excellence in its more established programs and services. There is considerable commitment from all constituent groups to maintain and improve the college's success in all areas.

However, while Diablo Valley College has a well-established process for planning at various levels, there is a perception among the staff that the planning process is not well defined. The self study survey asked whether "DVC's institutional planning process is well defined": 30 percent of the respondents did not know or had no response. Of those who did respond, 48 percent disagreed or strongly disagreed with the statement. (document: 3.A.3.8, Self Study Survey, item 16) The Planning Council, whose main charge is to oversee the institutional planning process, is a relatively new campus entity and has devoted much of its time to allocating PFE funds. While the PFE funding is linked to the Strategic Plan, given the response to the survey, the staff does not perceive that this relationship is well-defined. Furthermore, the relationship between planning, budgeting, and the use of evaluation results to revise plans or actions remains vague. (document: 3.B.3.5, minutes of Planning Council)

Moreover, the college does not have a facilities master plan that projects future developments over the next five to ten years and beyond. What is available is a

list of capital construction projects, and a plan for the maintenance of facilities. Long-term projections are available in the Educational Master Plan of 1997.

Finally, the lack of an integrated human resources master plan at the district level has had a serious impact on the college's ability to add critically needed classified staff positions in response to growth in student enrollment. Between 1995-96 and 2000-01, DVC's enrollment of full-time equivalent students (FTES) grew by 16 percent. Based on this enrollment growth and the district's funding formula for classified positions (document: 3.B.3.6, business procedure 18.03), the college needs an additional 24.5 classified positions beyond the 18.5 positions already created through PFE and enrollment incentive funds. This shortage of classified staff has placed an undue burden on existing personnel and, if it persists, will seriously hamper the college's ability to maintain the quality of its programs and services. (document: 3.B.3.7, 2001 revised calculation per business procedure 18.03 and new classified positions)

Plan:

- The college should coordinate and integrate all planning activities through the Planning Council.

## 3.C Institutional Outcomes Assessment

*3.C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.*

Description:
DVC has communicated its intended institutional outcomes in its Strategic Plan, published in July 1999, and discussed in section 3.B.3 of this report.

The college has also specified intended outcomes in its Partnership for Excellence plan, published in June 2000. (document: 3.C.1.1, PFE plan) This plan specifies student outcome goals with specific activities designed to promote student success in these areas: transfer to four-year institutions; degrees and certificates earned; improvement of basic skills; workforce development; and course completion rates. Achievement of institutional outcomes has been reported in several documents, including the DVC Fact Book, published in September 2001, and the DVC Strategic Plan Progress Report, published in March 2001 by the DVC Planning Council. (documents: 3.A.1.1, Fact Book and 3.A.3.2, Strategic Plan Progress Report) Outcomes are also reported to the campus community at the beginning of each academic year.

Analysis:
The college undertook the development of what was to become its Strategic Plan in 1995. A college-wide effort, it involved a grassroots gathering of input from all constituent groups on campus. According to members of the committee at the time, there was lively discussion and significant consideration of the college's

vision of the future. The resulting document was the 1996 Institutional Plan, which was substantially revised into the Strategic Plan. All constituent groups participated in and approved this plan.

Much of the documentation of the institutional outcomes is discussed in section 3.A.4 of this report and is based on the Planning Council's progress report. As programs funded by PFE are implemented, the college will assess the success of those programs and report accordingly to the college.

According to the self study survey, 64 percent of the respondents agree or strongly agree that DVC has clearly-defined, specific institutional outcome objectives, while 47 percent agree or strongly agreed that DVC effectively documents the achievement of its outcomes. The discrepancy in these responses may be due to the fact some of documents referenced in the self study were not widely disseminated to the college community. (document: Self Study Survey, items 18 and19)

Plan:

- None

*3.C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.*

Description:
DVC's Marketing and Media Design Department regularly communicates with the public regarding the institution's achievements and planning through a variety of publications. These publications provide the public with information about the quality of the programs at the college, and typically include statistical data, such as transfer information of students to four-year institutions, reports on partnerships with community organizations, discussions of successful projects, etc. These publications include *The DVC Review,* published three times a year, and *Insights*, published three or four times a year. (document: 3.C.2.1, copies of *DVC Review* and *Insights* from 2000 school year)

Also, the Strategic Plan has been widely disseminated to the public in a highly readable and attractive format. This document was distributed to local businesses, the advisory board, local high school principals, the Governing Board, and the Chancellor's office. (document: 3.A.3.3, Strategic Plan) Recently, the Strategic Plan Progress Report was published by the Planning Council to detail the progress the college has made in implementing the Strategic Plan since 1999. (document: 3.A.3.2, Strategic Plan Progress Report) This document identifies not only DVC's accomplishments, but also areas in which the college still needs to improve.

DVC's accomplishments were published in August 2001 by the President's Office in a special publication entitled "Major DVC Achievements, 1996-2001."

This publication lists a wide-range of achievements grouped into these categories: Increased Educational Access and Enrollment Growth; Increased Service for Students; Improved Relations with Schools, Colleges, Business and Industry; Staff Development; Physical Plant; Grants; Technology; and San Ramon Valley Center. (document: 3.A.4.1, Major DVC Achievements)

The DVC College Catalog and Schedule of Courses also provide information about programs and services available to the community. (documents: 3.A.3.1, college catalog and 3.C.2.2, Schedule of Courses)

Additional information is transmitted to the public through the Principals' Breakfast held each semester and the High School Articulation Conference, which the English Department organizes for local high school English teachers and counselors every other year. DVC's programs, workshops addressing instructional practice, campus tours, and student panels are typically part of this very successful conference which has forged a close, collegial relationship between college and high school English instructors.

Finally, the college leadership provides important insights and information about DVC by delivering speeches to the public at various service clubs, civic organizations, and professional conferences.

Analysis:
The college's efforts to communicate DVC's accomplishments, and information from its evaluation and planning activities are considerable, and, in general, the college has an excellent reputation in the local community. Many believe, however, the communication about quality assurance could be more extensive and more successful. The self study survey asked whether "DVC effectively communicates information about its quality assurance . . . to the public": 50 percent of the respondents agreed or strongly agreed with the statement, while 22 percent disagreed or strongly disagreed; however, 28 percent of the respondents "did not know" or did not respond, indicating that a large segment of the campus community simply is not aware of how the college communicates with the public. (document: 3.A.3.8, Self Study Survey, item 20)

While various publications inform the public about student and faculty achievements and update the public about new facilities and programs, these publications do not provide enough information about evaluation or planning activities, possibly because ongoing planning activities and effective evaluation have only been developed during the past several years. In addition, there are some questions about how far these documents are disseminated into the community.

Plan:
- None

*3.C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine the ongoing utility of assessing institutional effectiveness.*

Description:
Currently, DVC is in the process of reviewing and modifying several of its planning and evaluation processes. Systematic review of the Strategic Plan was integrated as the plan was developed: "strategic directions must be rigorously evaluated to determine which activities have been most effective in moving the college forward and to identify areas that require new approaches or additional efforts." (document: 3.A.3.3, Strategic Plan, p. 21) This evaluation will be a regular component of the Planning Council's work and its report to the community. In addition, the Technology and Facilities Plans are reviewed regularly as part of institutional assessment.

Program review of instructional programs has been carried out according to the Instructional Program Review model of August 1995. The Program Review Task Force is currently revising this model. Previously, the process of program review did not include action steps that should be taken to improve programs; this will be remedied in the new process.

Analysis:
With the recent hiring of the Assistant Dean of Planning, Research, and Student Outcomes, DVC is making progress in its review of the processes for program review and institutional planning. The self study survey indicates a mixed reaction to the statement that the college "systematically reviews its planning, research, and evaluation efforts": 38 percent agreed or strongly agreed with the statement while 19 percent disagreed or strongly disagreed; however, 38 percent, a relatively high number, did not know that the college conducted this systematic review. (document: 3.A.3.8, Self Study Survey, item 21) Possibly the high percentage of those who did not respond is because attention to matters of institutional research has been lacking for a number of years. Program review, for example, has not existed for Student Services, for other administrative services, and for most non-academic units. Although there is a committee for Accountability and Research, it was not active from 1998-2000; this committee needs to take a more active stance toward building evaluation procedures into the campus culture. On a positive note, however, the reorganization of the Planning Office, and more importantly the dedication and work of the Assistant Dean of Planning, Research, and Student Outcomes and his staff has had a significant positive impact on how the institution, particularly the faculty, view the role of research on the campus.

Plan:
- None

**STANDARD THREE DOCUMENTS**

| | |
|---|---|
| 3.A.1.1 | Institutional Effectiveness Fact Book, 2001 |
| 3.A.3.1 | Diablo Valley College Catalog, 2001-02 |
| 3.A.3.2 | Update on DVC Strategic Plan, March 2001 |
| 3.A.3.3 | Strategic Plan, July 1999 |
| 3.A.3.4 | Enrollment Process Student Satisfaction Survey, Spring 2000 |
| 3.A.3.5 | American College Testing, Student Opinion Survey, Fall 2000 |
| 3.A.3.6 | Student Health Center Survey, Spring 2001 |
| 3.A.3.7 | Leavers Survey |
| 3.A.3.8 | Analysis of the Accreditation Self Study Survey, Spring 2001 |
| 3.A.3.9 | Vocational Technical Education Act (VTEA) Student Information Survey |
| 3.A.3.10 | Student Evaluation Form for Teaching Faculty |
| 3.A.3.11 | College Board Community Assessment Program, Policy Recommendations for the Contra Costa Community College District, May 2001 |
| 3.A.4.1 | Major DVC Achievements, 1996-01 |
| 3.B.1.1 | Enrollment Management Plan, 1997 |
| 3.B.1.2 | DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02 |
| 3.B.3.1 | Technology Master Plan, 2001-04 |
| 3.B.3.2 | DVC Matriculation Plan, December, 1990 and Revised Matriculation Plan, 1999 |
| 3.B.3.3 | Contra Costa Community College District 2003-04 – 2007-08 Five Year Construction Plan |
| 3.B.3.4 | Proposed Restructuring of Human Resources, October 2000 |

| | |
|---|---|
| 3.B.3.5 | Minutes of Planning Council, Summaries 2000-01 |
| 3.B.3.6 | Business Procedure*18.03: Guidelines for Classified Staffing |
| 3.B.3.7 | Revised Calculation per Business Procedure 18.03 and New Classified Positions |
| 3.C.1.1 | Partnership For Excellence Plan, August 24, 2000 |
| 3.C.2.1 | DVC Review and Insights from 2000 School Year |
| 3.C.2.2 | DVC Schedule of Courses, Fall 2001 |

## **STANDARD FOUR**: EDUCATIONAL PROGRAMS

*The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.*

Co-chairs:

| | |
|---|---|
| Catherine Machalinski | Faculty, Biological Science |
| Carol Maga | Administrator, Assistant Dean of Instruction |

Committee:

| | |
|---|---|
| Leon Borowski | Faculty, Chemistry |
| Deya Brashears | Faculty, Social Science |
| Marva DeLoach | Faculty, Library |
| Jeanie Dewhurst | Classified, Instruction Office |
| Ken Hein | Classified, Drama |
| Tom Hurley | Division Chair, English |
| Bill Hutchings | Division Chair, Math and Computer Science |
| Jeannette Peavler | Classified, Computer Science |

# STANDARD FOUR:
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## 4.A General Provisions

*4.A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its educational mission and purposes and the demographics and economics of its community.*

Description:
Diablo Valley College serves a growing ethnically diverse student body. The DVC Enrollment Trends chart below shows continued growth in non-white students, a stable population of Native Americans, and a proportionately declining white student population. (document: 4.A.1.1, Institutional Effectiveness Fact Book, DVC Enrollment by Ethnicity, table 2.4.1 and 2.5.1, p. 59) In addition, the chart gives the ethnic distribution for Contra Costa County in 1998. (document: 4.A.1.1, Fact Book, Comparison of County Ethnic Populations, table 2.5.1, p. 63)

DVC Enrollment Trends – Ethnicity Charts

| Ethnic Group | DVC Fall 1990 | DVC Fall 1996 | DVC Fall 2000 | Contra Costa County, 1998 |
|---|---|---|---|---|
| Hispanic | 6.4% | 9.5% | 10.6% | 13.4% |
| Asia/Pac/Fil | 10.7% | 17.3% | 17.9% | 11.4% |
| African American | 3.2% | 4.2% | 4.7% | 9.3% |
| American Indian | .6% | .9% | .7% | .5% |
| White | 76.9% | 64.4% | 55.7% | 65.4% |
| Unknown | 2% | 1.8% | 7.2% | 0.0% |
| Other | .2% | 1.9% | 3.0% | |

Currently, DVC'S comprehensive programs and educational reputation attract students from varied geographical locations well beyond its primary service area, central Contra Costa County; 34 percent of DVC and San Ramon Valley (SRVC) students come from outside of their service areas. (document: 4.A.1.2, Distribution Of Active Students, fall 2000) In addition, DVC attracts large numbers of students from local high school districts ranging from 42.8 percent of the students from Mt. Diablo School District to 24.4 percent of the students from the Acalanes High School District. (document: 4.A.1.1, Fact Book, Percentages Of District High School Graduates, table 2.9.5C, p. 82)

DVC offers a wide variety of educational programs to meet the needs and goals of its students. Transfer, workforce development, economic development, and pre-collegiate preparation are the four primary missions of the college. The educational programs, as specified in the Diablo Valley College Catalog 2001-02, are offered to satisfy those missions and purposes. (document: 4.A.1.3, college catalog, mission statement, p. 8)

DVC offers forty-nine vocational certificate programs. Most recently the college added certificate programs in multi-media and computer network technology programs in Cisco and Microsoft.

DVC offers basic skills and developmental educational programs for under-prepared students, and these programs have been expanded through Partnership For Excellence (PFE) funds. (document: 4.A.1.4, PFE funding proposal) The college also offers support services and programs such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and CalWORKS to help students meet their educational goals. (document: 4.A.1.5, brochures from EOPS, CARE, and CalWorks)

DVC has introduced the Program for Adult College Education (PACE), which is designed to enable working adults to complete transfer requirements and to earn an Associate of Arts degree in five semesters. Since 1997, the college has also offered the Puente Program which focuses on Mexican American-Latino culture and consists of three elements to help students succeed at the college level: English coursework, counseling, and mentoring. (document: 4.A.1.6, Puente brochure)

The college also offers courses responsive to the diverse backgrounds of its students. Currently, thirty-six courses fulfill either the California State University cultural pluralism requirement or the multicultural requirement for the A.A. degree. During the spring 2001, three learning communities (i.e. linked classes) were formed that focused on a theme of interest to the college's diverse student body: African American Enrichment; Chasing the Dragon: Myths, Masks, and Dramas of "Getting High"; and Gay and Lesbian Studies.

As business and industry continue to grow in DVC's service area and the need for skilled workers increases, the college has formed a partnership with the local business community to identify and respond to workforce needs more rapidly. DVC is the founding member of the Regional Training Alliance, a partnership of the Contra Costa Community College District, local businesses, and government organizations. (document: 4.A.1.7, alliance brochures)

The college offers four levels of ESL instruction including nine different courses, and conducts workshops for addressing the needs of second-language students

in non-ESL classes. In addition, in 2000, the International Education Center near the main campus was opened. The Center's not-for-credit classes provide international students with intensive English language instruction and student services in preparation for their matriculation to DVC. (document: 4.A.1.8, International Education Center brochure)

DVC continues to provide community programs through its Emeritus College and College for Kids. (document: 4.A.1.9, brochures) The Emeritus College offers numerous short-term classes, workshops, and lectures and organizes social events that include concerts, plays, and dinners. College for Kids offers three-week summer classes for 4th through 9th grade students in many areas of study.

Through strategic planning and program review, DVC engages in an ongoing process to ensure that it meets the needs of its diverse population. Presently, the college has been very successful in using PFE funds and other resources to support new and innovative programs such as the One-Stop Center, the creation of an instructional technology coordinator position, and a proposal to consolidate tutoring services on campus. (document: 4.A.1.10, Instructional Technology Coordinator job announcement)

Analysis:
DVC fulfills its broad mission by offering a wide variety of educational programs. Its strong academic program has enabled the college to be one of the leading transfer institutions in the state. (document: 4.A.1.1, Fact Book, Top Ten Transfer Colleges, table 4.3.3, p. 182) Its workforce training programs reflect a wide-range of community interests with nearly fifty vocational certificate programs and a newly hired Workforce Development Coordinator. The college is willing to both add and eliminate programs as it reassesses the needs of its student body and the community.

The college's degree and certificate program completion rates have not been as strong as peer community colleges. (document: 4.A.1.1, Fact Book, Top Ten Community Colleges Awarding Degrees and Certificates, table 4.3.6, p. 185) In response, the college is making a concerted effort to improve student success and completion rates using PFE funding. The college has identified five areas of improvement to be accomplished by 2005-2006. (document: 4.A.1.11, PFE Proposal) The chart below gives goals and anticipated changes.

DVC's PFE Goals by 2005-2006

| Target Areas | Percent Increase Goal |
|---|---|
| Transfer | 16% |
| Degrees and Certificates | 42% |
| Course Completion | 1% |
| Workforce Development | 36 % |
| Contract Education | 233 % |

| Basic Skills Improvement | 39 % |
|---|---|

Recent research indicates that DVC is also having success with basic skills students. From 1997-00, the basic skills improvement rate in English was 30 percent compared to 25.4 percent for the state; the rate for success in basic skills math courses was 27.2 percent at DVC and 23.9 percent for the state. (document: 4.A.1.1, Fact Book, Basic Skills Improvement, table 4.2.5, p. 177)

Flexible scheduling and online offerings have improved access for students. Faculty and administration try to work together so that new courses, new programs, and innovative scheduling meet the needs of the student body. The United Faculty (UF) Contract supports lower enrollment minimums for course innovations. (document: 4.A.1.12, United Faculty Contract, Article 8.2.2.1) However, some faculty still express concern that course and scheduling innovations may be hindered by cancellation of classes with low enrollment.

Community programs such as the Emeritus College and College for Kids enrich the personal, academic and cultural growth of area residents. The new International Education Office is improving student services which support the success of international students at DVC.

At a recent meeting with local businesses and school and government leaders, the work of the Regional Training Alliance was perceived as effective. Areas deemed to be in need of improvement were shorter timelines for course development, broadening the scope of course offerings in order to serve more businesses, anticipating future trends in the job market, and serving smaller companies and businesses.

Plans:

- The college should continue to develop plans to increase the success and completion rates of all students in degree completion, vocational, and basic skills programs.
- The Dean of Instruction and Dean of Student Services working with faculty should develop more effective methods to improve teaching and support services for under-prepared students.

*4.A.2 Programs and courses leading to degrees are offered in a manner which provides students with the opportunity to complete the program as announced, within a reasonable time.*

Description:
DVC offers a wide range of educational programs and courses leading to degrees, certificates, and transfer. Some require two years to complete and others take one year or less. DVC offers more than 2,500 class sections each semester and has growing summer and inter-session programs which provide students a variety of options for the way in which they complete programs.

Faculty, division chairpersons, and the Assistant Dean of Instruction collaborate to develop class schedules so that academically prepared, full-time students can complete programs in the designated time. However, because 68 percent of DVC's students attend the college part-time (taking fewer than 12 units), it is likely that their program completion may take longer. (document: 4.A.1.1, Fact Book, DVC Enrollment By Unit Load, figure 2.8.1, p. 70)

A 1997 community survey indicated a need for more flexible scheduling, and, in response, DVC expanded the flexibility of its schedule in order to meet a variety of student demands. (document: 4.A.2.1, CCCCD 1997 Random Survey by Price Research) In response to that survey and perceived student needs, the college now offers classes that start later in the semester, compressed or accelerated classes, weekend classes, and classes at off-campus sites, all of which make it easier for students to complete programs. Whenever possible, courses are offered both day and evening. In addition, course delivery methods have expanded and now include self-paced, online, and computer-assisted learning. (document: 4.A.2.2, Schedule of Courses)

Analysis:
DVC's full and part-time students are able to complete degree, transfer, or program requirements in a reasonable amount of time. Each term, the college has a large number of course offerings, and many courses have multiple sections which include a reasonable breadth of times, dates, and locations. The college's flexible scheduling and alternative instructional delivery modes provide students expanded opportunities to complete programs. In smaller programs where low enrollment may lead to class cancellation, the college generally supports courses that are necessary for program completion. However, some course cancellation for low enrollment does occur and alternative offerings may increase the time required for students to complete a program.

The college's smaller programs have more limited course availability, and more advanced courses sometimes have lower enrollment which is usually accommodated. However, some classes are cancelled due to low enrollment. When this happens, the college tries to offer the course in one of the two subsequent terms to allow students to complete the program in a timely manner. When programs regularly have low enrollment, faculty and administration take further steps and consider revising the program requirements, restructuring the offering pattern, working with advisory committees to revitalize the curriculum, and conducting a program review to determine the program's viability.

Plan:
- None

*4.A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled*

*students may complete their education in a timely manner with a minimum of disruption.*

Description:
When programs are changed or eliminated, students are informed of the changes and, if needed, are provided program or course completion options. Some of the strategies used to inform students are listed below:

Current students and past students who have not completed the program are informed in person, in writing, or through appropriate publicity and department documents.
Counselors, faculty, and staff advise students on methods of completing the changed or eliminated program requirements through alternative coursework options, substitute courses at other colleges, or transfer to a different program.
The college catalog, department brochures and handouts reflect program changes.
Department faculty provide students guidance and alternatives to required courses to facilitate program completion.
If the program is eliminated, required courses are offered over additional semesters so current students may complete the program in a timely manner.
If the program is eliminated, entry level courses are no longer offered so students cannot begin a closed program.

Analysis:
Program changes occur regularly and appropriately to maintain an up-to-date curriculum. Program changes are communicated fairly well to students through a variety of means mentioned above. General education changes are well-publicized and available in college documents. When program requirements change, it is usually an improvement to the curriculum that enhances students' potential success in transfer or in job opportunities.

The process for informing students of program elimination is fairly thorough, and DVC accommodates most students' needs to complete a program. Although program completion may be inconvenient to students who then have a limited selection of courses and a set deadline for completion, the college does offer the required courses and suggests alternatives appropriate for individual students.

Plan:
- None

*4.A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.*

Description:
Funding sources for the college include state general apportionment, state general unrestricted and restricted funds, federal sources, and local income. (document: 4.A.2.3, District Budget)

Each year the college uses district hiring procedures to allocate faculty replacement and growth positions. In fall 2000, the number of full-time faculty was 284, and the number of part-time instructors was 420. The college employs 206 classified staff, ten division chairpersons, and twenty-three administrators and managers. The college has identified a need for additional classified positions to meet its educational program growth particularly in the area of technological support. Partnership for Excellence (PFE) funds have also been provided by the district to hire two new classified positions and two new faculty positions, and growth funds have provided additional positions as well. Ten new full-time faculty were hired to begin instruction in fall 2001. As program augmentation funds have been available, they have been used to address the college's physical and technical needs. These augmentation funds are assigned through annual all-college deliberations.

Since 1999, the college has provided each full-time faculty member with a computer and has begun a process to update all of the college's computers. Most faculty have access to PowerPoint and other up-to-date audio-visual media in the classroom. One current PFE proposal, the Information Technology Replacement Fund, addresses ongoing technological resource needs, provides a plan for upgrading faculty computers, and addresses the needs of unique faculty users. Most part-time faculty have less direct access to computers; they can use computers in group offices, general labs, or the Staff Development Center. Part-time faculty computers are generally older as well. There is no college-wide plan for upgrading classified or management computers.

All college buildings are equipped with fiber optic cable which allows for communication with the district computer network and the Internet. Each instructional division has installed a projection system (for video, CD, and computer-generated presentations) in one or more classrooms. Additional projection systems are mobile and available for use in any classroom. The college is in the process of adding additional mobile projection systems.

A variety of funding sources support faculty, classified, and administration technology training. This includes staffing for computer-related workshops, equipment, facilities, and faculty online training.

Last year, the college increased online course offerings after receiving a grant from TransPac to reduce traffic, congestion, and air pollution. The funding was used to provide grants for faculty to develop online courses, learn necessary

computer skills, and purchase software and supplies. (document: 4.A.4.1, TRANSPAC grant information)

There has been a considerable amount of building and renovation on campus since the last accreditation site visit. A new Physical Sciences Building opened in fall 2001; the new Math Building was opened in 1999. The Margaret Lesher Student Union opened in 1998. Also, ground has been broken on the new Business and Foreign Language Humanities Building. State funds have made possible renovations of the Music Building, Library and the Child Development Center. But many other areas continue to need major repair or new buildings. In the last four years, the district has twice presented bond requests that would address much needed renovation and repair of the college's aging physical plant. Both times these bond requests have been narrowly defeated. (document: 4.A.4.2, Measure K $236M Bond Issue for CCCC)

Analysis:
The college generally has sufficient physical space for its programs and has expanded off-campus offerings in local high schools and the Contra Costa facility of California State University at Hayward. (document: 4.A.2.2, Schedule of Courses) However, even with the building and renovation on campus, buildings and classrooms remain in need of a considerable renovation and repair. It is quite common to find problems with heating, air conditioning, chairs, roofs, and ceilings.

With the purchase of a computer for each faculty member in 1999, significant advances were made in both access and use of technology by faculty. All full-time staff now have access to email and the Internet. In addition, the Staff Development Center continues to improve the number and quality of its offerings so that the staff can use technology more effectively. A few faculty still do not use computers, including email, as a regular part of their professional practice.

The ability to maintain equipment and training is limited by the rapid pace of technological change and limited resources. In response, the Information Technology Committee is currently developing a plan for maintaining classrooms, training all faculty to be able use the most current technological tools in the classroom, and improving the use of computers in tutorial labs. As electronic communication becomes more prevalent, part-time faculty's access to computers may become more critical to their effectiveness.

Plan:

- The college and district should seek a bond measure once again to address renovation and repair of facilities.

*4.A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.*

Description:
The college has provided advising primarily through the Counseling Department and, to a much lesser extent, through faculty advisors. The Counseling Department's main means of providing academic advising is through individual conferences with students, by appointment, and drop-in. In addition, the Counseling Department offers Orientation to the College (Counseling 105) and other courses including Career Planning, Student Success, and Ensuring Transfer Success. Counselors meet weekly to discuss advising and articulation issues. In addition to the Learning Center programs, the Counseling Department also offers workshops on such topics as improving study skills, writing the college admissions essay, and writing in-class essays. The Transfer Center, which is part of the Counseling Department, offers information on how to prepare for admission to the University of California, California State University, and other four-year colleges and universities. (document: 4.A.5.1, counseling memos) Finally, students get information about requirements for an A.A. degree, Intersegmental General Education Transfer Curriculum (IGETC), and other transfer requirements from their counselors, online, and in numerous college publications. (documents: 4.A.1.3, college catalog and 4.A.5.2, DVC Student Planning Guide)

Student assessment, done in groups prior to each semester and individually as needed, is provided by the Assessment Center, and the results are made available to students and counselors. The Assessment Office works closely with Admissions and Records, the Counseling Department, academic departments, and the district to process and record appropriate assessment scores and address other matriculation concerns.

Each year, counselors make one or two general advising presentations and regularly participate in college nights at local high schools. Additionally, DVC's assessment test is offered at twenty-one local high schools annually. (document: 4.A.5.3, list of high schools and assessment test) The Counseling Department also annually hosts a high school counselors' day during the spring semester. In order to improve outreach to and communication with local high schools, parents, and students, a Relations with Schools Coordinator, a PFE-funded position, was hired in fall 2001 and has begun working with local middle and high schools.

To keep up with new or changing programs and to clarify specific details of particular programs, counselors regularly hear presentations from faculty in other divisions and departments.

The Matriculation Program previously funded two faculty advisors in each academic division; however, a study of instructor advisors showed that the program was not having a significant effect on students and funding was terminated. Because some divisions believe that this kind of advising fulfills a genuine student need, currently five divisions have instructor advisors who are

not funded through matriculation funds. The need for the instructor advisor position may increase significantly if the college decides to institute academic majors, a distinct possibility in the near future.

Analysis:
As the number of students at the college has increased, so has the demand for academic advising. Many students come from local high schools that do not have counselors and arrive at DVC less informed about higher education than in previous years. The college has been steadily expanding its advising services over the last ten years, particularly through the Transfer Center and workshops. The number of overall counselors has decreased, however, as the demand for counseling has increased. The current ratio is 1400 students to every counselor. The growth of the SRVC has also put pressure on counseling resources, and, to meet this need, last year a full-time counselor was assigned to the satellite campus.

To meet growing needs, the Counseling Department has begun to use group meetings and workshops to provide more student advising, but by doing this, the department is less able to provide individual advising. Students must often make appointments three weeks in advance. A counselor's webpage, accessed through the DVC homepage (www.dvc.edu) has been set up to provide general advising information and make appointments easier to schedule. Online counseling is also provided by email.

One concern is that students are required by some programs, (e.g. Extended Opportunity Programs and Services (EOPS), the Veterans' Program, CalWorks, and financial aid), to meet regularly with a counselor to document their progress. Recently the college hired one full-time and one part-time EOPS counselor to address this need.

Plans:
- The Office of Student Services should improve the accessibility of counseling services and implement its plan to make advising available online.
- The Office of Student Services should re-examine the viability of the instructor advisor program, especially if the college begins offering additional majors.

## 4.B Degree and Certificate Programs

*4.B.1 The institution demonstrates that its degrees and programs, wherever and however offered support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breath, depth, sequencing of courses, synthesis of learning and use of information and learning resources.*

Description:
The mission statement of DVC indicates that the following are critical functions of the college: transfer preparation, workforce development, economic development, and pre-collegiate preparation. The degrees, certificates, and programs at DVC support that mission. In addition, DVC fulfills its role as a center for life-long learning.

The college offers one degree (the A.A. degree), five vocational certificates of completion (under eighteen units), forty-two vocational certificates of achievement (over eighteen units), and two license programs. (document: 4.A.1.2, college catalog) DVC is currently undergoing the state approval process for a second degree, an A.S. with a major in computer science. Common to all degrees is the standard general education (G.E.) requirements. The college is considering offering additional degree majors in the future.

One example of a new, successful vocational educational certificate program is in the Family Life Education-Early Childhood Education Department which offers a series of certificates nested within each other. This "career ladder" model allows students to earn lower level certificates relatively quickly (e.g. basic early childhood education) and then, by taking additional classes, to complete the certificate requirements for several higher levels of achievement (e.g. teacher, master teacher, site supervisor). This model is easy for students to follow and can improve student success in completing certificate requirements.

The college has a strong reputation in the community for successfully transferring students to four-year institutions. Traditionally, DVC ranks in the top five community colleges statewide in transferring students to the UC system and the California State University system. (document: 4.A.1.1, Fact Book, Transfer Students for Peer Community Colleges, table 4.3.2, p. 181) Many students report that they attend DVC for the sole purpose of transferring to a prestigious four-year university, and DVC has considerable success in achieving this goal.

DVC currently offers both math and English courses at several levels below the collegiate level. These classes are supported by tutoring in the Learning Center for English students and in the Math Lab. Peer tutors in the these labs have taken tutor training classes, and peer tutors in other areas have also had training. Currently, a basic skills-developmental education committee is reviewing the college's pre-collegiate program, and the college is currently expanding its pre-collegiate offerings. Numerous staff development workshops have addressed the needs of the pre-collegiate and under-prepared student.

Analysis:
DVC's degree and certificate and other programs well support the college's mission. The college is extremely successful in fulfilling its transfer mission as well as in preparing its students for workforce development and college-level

coursework. The degrees, certificates, and curriculum at DVC support that mission.

Instructional programs and curriculum are monitored by academic departments which ensure their appropriate length, breadth, depth, sequence, and application of knowledge. In the self study survey, nearly 80 percent of the respondents agreed or strongly agreed that "degree and certificate programs are well designed [and take] into consideration length, sequence of courses, and learning resources," indicating a high level of satisfaction with the design of the programs at the college. (document: 4.B.1.1, Analysis of Accreditation Self Study Survey, item 27)

Instructional departments make recommendations to the Instruction Committee for approval of academic and vocational course and program requirements as well as pre-collegiate preparation courses. However, the approval process for new courses, certificates, and degrees can be time-consuming, and this may delay the implementation of new programs.

The majority of classes at DVC are offered every semester, and programs offer most courses on a regular basis. For classes offered less frequently, for example only once a year, students must plan their schedule more carefully to ensure they can complete their chosen coursework or programs in a timely manner.

With some programs, especially small, vocational programs, when required courses are not consistently offered because of low enrollment, students may have to find alternate requirements or delay completion of the program. Faculty indicate that these programs are valuable to students and want more administrative support for low enrolled classes including allowing them to be offered with fewer than the course minimum of students. In contrast, the administration believes a program can have too few students to be viable and that such programs require curriculum and program updating to improve their viability or face elimination. To address this concern, the college has employed a Workforce Development Coordinator, hired in May 2001, to assist the college with improving vocational programs. In the meantime, the college continues to offer some low enrolled classes.

The career ladder model, though it may not be applicable to all certificates, affords reasonable access to certificates and fosters student success by rewarding achievement in appropriate increments.

Plans:

- The instructional departments and divisions should develop methods which better inform students of the frequency of class offerings through department, division, and college-wide publications.

- Departments should be encouraged to develop new or revise old programs to offer students more flexibility in achieving their goals.

*4.B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.*

Description:
The DVC catalog includes descriptions of all approved certificate programs and the one degree program. Each listing is consistent with the names of the certificate. The catalog also includes rationales for each of the G.E. objectives. Departments have brochures and other materials that describe individual programs. Specific objectives for student mastery for each course can be found in course outlines on file in division offices, the Instruction Office, and, in time, on the college website.

Analysis:
Currently, information about degrees and certificates is widely available only in DVC's catalog. Students can see course descriptions on the website. The college has plans to place the entire catalog, including degrees and certificate information, on its website by December 2001. The Counseling Center is the central place on campus with updated handouts, brochures, and information about all college programs. The One-Stop Center and the Career Information Center have a limited number of brochures and pamphlets on certificate programs. Individual departments also have a supply of information in the department office. A template model of a brochure has been developed by the Department of Economic Development to ensure that all brochures have a consistent look and contain appropriate and similar information. (document: 4.B.2.1, brochure template)

Plan:
- The Assistant Dean of Occupational Education and Economic Development should develop a plan to make brochures or information for certificate and other programs available at numerous college sites, as well as on the website.

*4.B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.*

Description:
Course outlines, available in academic division offices, the Instruction Office, and the library, identify the learning outcomes for every approved course. The college is currently planning to place this curriculum information online, providing

the public and students the ability to view all course outlines and program requirements on the DVC website.

Information about academic and vocational programs and program requirements is listed in the college catalog and is also provided by division offices. In addition, most vocational programs publish brochures that list certificate requirements and identify career options. (document: 4.B.2.2, vocational programs brochures)

The number of DVC students transferring to four-year institutions indicates that DVC's students have achieved designated learning outcomes. In 1999-00, the college transferred 1,567 students to the UC and CSU systems to four-year institutions, the third highest number in the state.

| 1997-2000 | DeAnza | DVC | Santa Monica | Orange Coast | City College of SF |
|---|---|---|---|---|---|
| Total transfers to UC or CSU | 1,609 | 1,567 | 1,702 | 1,481 | 1,375 |

(document: 4.A.1.1, Fact Book, Top Ten Transfer Colleges, table 4.3.3, p. 182)

DVC's ranks sixth among its six peer community colleges in granting A.A. degrees and vocational certificates. (document: 4.A.1.1, Fact Book, Degrees and Certificates Awarded by Peer Community Colleges, table 4.3.5, p. 184)

For the Associate of Arts (A.A.) degree, successful completion of the required coursework assures achievement of learning outcomes. Certificate programs evaluate students on individual course learning objectives and grant certification when students have completed courses that meet the program's requirements. Some programs, for example dental hygiene and dental assisting, have professional examinations independent of DVC's requirements that students must pass in order to be certified. DVC's students do well on these exams. In September 2001, the American Dental Association announced that DVC's dental hygiene program ranked first out of 231 national programs. (document: 4.B.3.1, press release)

Although individual vocational programs and academic departments track the success of their students, there is no uniform method for tracking vocational student success after they leave DVC.

Analysis:
DVC effectively identifies and makes public the expected learning outcomes for its programs. A college-wide curriculum review process is the main means for ensuring individual course learning outcomes are consistent with institutional norms. Course outlines, available to faculty, students, and the community, clearly identify expected learning outcomes. Web accessible course and program outlines will improve the publication of learning outcomes.

DVC's curriculum is perceived as rigorous and appropriate for its students, and 85 percent of the respondents to the self study survey agreed or strongly agreed that "DVC's programs and current curriculum meet the needs of the community," one of the survey items with the most agreement. 91 percent of the respondents agreed with the perception that "students completing programs demonstrate achievement of stated learning outcomes." (document: 4.B.1.1, Self Study Survey, items 22 and 28)

DVC's success transferring students to four-year institutions is well-known in the community and is of considerable pride to the college. Both anecdotally, in conversations with faculty, and statistically, the indication is that DVC students have a high degree of success when they transfer to four-year institutions.

One area of concern is that degree and certificate completion rate is somewhat lower than comparable community colleges. This may be because students at the college are primarily focused on transferring to a four-year institution and may not perceive the need to obtain their A.A. degree even when they have completed the requirements for it. In addition, the college's certificate programs lack consistent external data concerning student success after students leave DVC. This data would assist the college in planning and revising certificate programs when appropriate.

Plans:

- The Instruction Committee and Instruction Office should agree to provide public web access to program requirements and course outlines.
- The Office of Planning, Research, and Student Outcomes should coordinate a standardized system for tracking student success and completion both internally and externally.
- The college should develop and implement a degree audit process to support student completion of degrees and certificates.

*4.B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

Description:
DVC currently offers a single, general Associate of Arts (A.A.) degree awarded after students complete 60 units with a 2.0 grade point average or higher. Although DVC currently has no individual majors, the general education (G.E.) requirements are designed to allow students to use electives to focus on individual educational interests. The A.A. degree is designed to be completed within a two-year period for students carrying a full load of classes. The G.E. requirements are designed to provide students with a significant introduction to broad areas of knowledge and include required courses in language and

reasoning, natural sciences, arts and humanities, social and behavioral sciences, physiological and psychological studies, and a multicultural studies requirement. (document: 4.A.1.3, college catalog, G.E. Requirements, p. 46)

Analysis:
Students in most academic and vocational program are introduced to broad areas of knowledge. Because the college does not have majors, students may not necessarily focus their studies in one area of inquiry. During spring 1999, the Faculty Senate Council established a task force to study the feasibility of establishing majors. The task force was to make general recommendations to academic departments regarding the eighteen units required to establish a major within a specific area. (document: 4.B.4.A, Faculty Senate minutes, September 1998) The task force's recommendations, approved by the Faculty Senate Council, include the following: departments wishing to establish majors be allowed to do so; that an Associate of Science (A.S.) degree be offered at DVC; and that the decision regarding a transfer major be delayed until the final results of the G.E. Revision Task Force were made available. (document: 4.B.4.2, Final Report from Majors Task Force)

In May 2000, the Instruction Committee approved a computer science major with an A.S. degree. Although the college hoped to have the new degree and major in place in fall 2001, the state approval process is still not complete, and that may delay implementation of the new degree and major. Other academic departments are currently beginning the process of deciding whether to establish majors.

Plan:
- The Instruction Committee and Dean of Instruction should establish a uniform process for approving new majors and establishing new programs.

*4.B.5 Students completing degree programs demonstrate competence in the use of language and computation.*

Description:
Currently, the A.A. degree program has G.E. requirements that address English composition, communications and analytical thinking, and mathematics computation. These standards require that students use language to "write clearly and read critically" and to have "effective interpersonal oral communications." The G.E. requirements also include skills in "critical thinking and problem solving" and "the application of mathematical concepts." (document: 4.A.1.3, college catalog) Courses that meet G.E. requirements have largely remained stable and are supported by appropriate course outlines.

For the mathematics G.E. requirements, students must take one of a variety of computational courses. The minimum computational skill level required for

general education and the A.A. degree is elementary algebra. Computation or analytic courses have a prerequisite of elementary or intermediate algebra or basic computer science. In each of these courses, students must demonstrate that they have college-level mathematical and analytic skills.

Additionally, students must complete a college-level English composition course to complete their G.E. requirements. Since the last accreditation self study in 1996, the English department has instituted a prerequisite that students demonstrate college-level skills in reading and writing before entering Freshman Composition and Reading, a transfer-level course. Through the assessment process, students who are not prepared to start with college-level English are placed into developmental or basic skills courses.

Analysis:
Language and computation requirements are well-established as part of the G.E. requirement for the A.A. degree. Support for student success in completing the college's English composition requirement is well carried out.

Currently, the minimum computation level expected of degree students is elementary algebra. This has been considered appropriate for a liberal arts degree, the only degree offered at DVC. It is expected that students who specialize in analytic subjects will necessarily complete a higher level of computation. It is also expected that as majors are instituted, higher level computation and analytic requirements will be instituted within some majors. Nonetheless, with local high schools requiring or considering elementary algebra for graduation, DVC's minimum computational requirements may be too low for a college-level degree.

The perception of the staff generally is that students completing G.E. requirements demonstrate college-level competence in use of language and computation: 80 percent of the valid responses to the survey agreed or strongly agreed that students were competent in the use of language while 70 percent of the responses agreed or strongly agreed that students were competent in computational skills. However, those numbers are undermined by the numbers of respondents who "didn't know" or did not answer: 36 percent in use of language and 45 percent in computation. (document: 4.B.1.1, Self Study Survey, items 29a, 29c)

To receive an A.A. degree, students must complete English composition and mathematics comprehension with a "C" grade or better. However, DVC's communication and analytical thinking requirement does not require a "C" grade to be completed, possibly lowering the standard students must reach to complete their degree.

Plans:

- The Instruction Committee should review the "Communication and Analytic Thinking" G.E. requirement to determine if a grade of "C" or better should be required in all courses.
- The Mathematics Department should review the minimum level of math comprehension to determine whether the current level is still appropriate for the G.E. requirement.

*4.B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.*

Description:
Documentation and evaluation of students' technical and professional competencies in vocational programs are accomplished primarily through final examination and grading. Each vocational or occupational program has course outlines on file in the Dean of Instruction's Office that conform to California state regulations. (document: 4.B.6.1, course outlines) Some programs, such as Dental Hygiene and the Microsoft Certification Program, have exams external to the college that students must pass in order to be certified. Vocational and occupational programs all have advisory committees including industry representatives who review the program's curriculum and content regularly to ensure their relevance to the workplace. The new Workforce Development Coordinator will play a key role in tracking the success of students in the programs and will augment the methods some departments use to track the success of alumni in terms of job placement. In addition, the Workforce Development Coordinator is developing a website that will allow students to access information on all vocational programs. As of September 2001, the Business Department has a Vocational, Technical Education Act (VTEA) grant and the Multimedia Program has a Partnership for Excellence (PFE) grant to establish pilot tracking systems for their areas.

The college is involved with the Contra Costa Council, the Economic Development Partnership, various vocational incubator projects, and, through the district, the Workforce Investment Board. All of these groups serve to improve the economic vitality of the community and help inform the college as it makes decisions about its vocational programs. As of September 2001, the Regional Training Alliance has a business plan and is in the process of hiring a director. In 1998, the district participated in a major survey of the business needs of the community, and the College Board is currently conducting a survey which should help the college's planning in this regard.

Analysis:
Faculty members evaluate students based on their performance on examinations, assignments, class projects, and other activities appropriate to assessing student achievement. Grade summary reports of student success, retention, and persistence are available through the Office of Planning, Research, and Student Outcomes. (document: 4.B.6.2, Occupational-Vocational

Student Enrollment, Retention, and Persistence, fall 1999) Data from external examinations indicate that DVC students pass these examinations at a very high rate.

All vocational or occupational programs have advisory committees but not all of the committees meet on a regular basis. Additionally, at present, there is no standardized external tracking system for vocational and occupational students. Most department chairpersons who were interviewed felt that it would be beneficial for the college to have a standardized tracking system, but that individual departments and programs did not have the resources to carry out the task. Such a system would provide the vocational programs direct feedback on student success in the workforce and could guide them in curriculum and program revision. The Workforce Development Coordinator is working with data from the state and federal governments as well as data from campus research to develop a college-wide system to track job placement and continued success in the workplace. (documents: 4.B.6.3, Job Training Report Card and VTEA Indicator Reports)

Overall, the college could give more attention to the assessment of its occupational programs. The offerings of these programs have not always consistently matched the occupational needs of the service area. Faculty has expressed the concern that relevant information on the economic development needs of the community does not find its way back to the instructional programs in any formalized way; however, one objective for the new Workforce Development Coordinator will be to make sure this information gets to the appropriate administrators and faculty.

The college's assessment of the vocational programs is accomplished primarily through program reviews completed every three years; the required California-mandated curriculum rewrites to be done every five years; and by advisory council input in areas where they are currently active. The college would be well-served by more detailed and better disseminated assessment of the service area needs in order the match the vocational programs to the needs of the community.

Another aspect of vocational education that needs closer attention is class maximum. While class size may be contractually defined, class maximum may not always relate to such matters as the number of workstations, number of computers, plotters, and lab stations, etc. Some vocational faculty have advocated for smaller class maximums in order to more effectively serve their students, and, in some cases, they have expressed concerns about students' physical safety. The United Faculty Contract addresses the process for changing class maximums; however, these changes can only be made if they are revenue neutral. (document: 4.A.1.11, UF Contract, Article 7.5.1) Maximum class sizes for new classes are determined by management after appropriate consultation with faculty as was the case with Alcohol and Drug Studies, computer

networking, and multi-media programs. (document: 4.A.1.11, UF Contract, Article 7.5.2)

Plan:

- Vocational program faculty should meet with advisory committees at least once a year to review the relevancy of the curriculum to the workplace.

## 4.C General Education

*4.C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

Description:
Diablo Valley College requires that all students seeking an A.A. degree complete a program of general education (G.E.). The G.E. program is detailed in the college catalog, the schedule of courses, and will soon be available on the DVC website. (documents: 4.A.1.3, college catalog; 4.A.2.2, schedule of courses; 4.C.1.1, http://www.edu.dvc) The Associate of Science degree (A.S.), currently being developed, will include the same G.E. component.

Analysis:
DVC's general education requirements are published in clear and complete terms.

Plan:

- None

*4.C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.*

Description:
In 2000, DVC completed a rigorous review of its general education (G.E.) requirements which has resulted in new philosophy statements being written for each area of study. The goals of DVC's A.A. degree, including the G.E. component, are clearly outlined in the college catalog which also includes sections entitled "Associate Degree General Education Philosophy" and "Reasons for General Education Objectives for the Associate in Arts Degree." These section includes a rationale for what students will study as they fulfill each of the six components of the requirements as well as a list of demonstrable skills students will have acquired after completing coursework in each area of study. (document: 4.A.1.3, college catalog, pp. 43-44)

Analysis:
A comprehensive examination of the college's G.E. requirements, the first in over thirty years, took place from 1997-00. More than fifty meetings occurred during

the review process. The entire college community was invited to participate in the process, and over 100 people were directly involved, with many others providing valuable input throughout the process. A more detailed explanation of the revision process is included in the G.E. revision process timeline. (document: 4.C.2.1, general education timeline)

As a result of this process, the college community developed a list of desirable lifelong skills and abilities. These skills and abilities served as the underpinning for the revision of the philosophy and rationale statements for each component of the G.E. requirements. In May 2000, the faculty overwhelmingly approved the G.E. revision. Though well carried out, the general education revision process was long in coming and somewhat anxiety-provoking for faculty. The former Faculty Senate President indicated that she had more faculty expressing concerns about this subject than almost any other during her term. There are faculty members who believe the revision process did not really examine new ways of looking at G.E. requirements, and simply maintained the status quo, with the only change being the inclusion of a one-unit information competency requirement.

Philosophy and rationale statements state the overall beliefs for each general education component and may guide decisions about the inclusion of courses in the G.E. program; however, a complete list of criteria has not been published. As part of their philosophy statements, certain areas, such as English Composition, Ecology of Human Health, and Interpersonal Relationships, have developed specific criteria to be used when courses are considered for inclusion in the G.E. program. Other areas, with courses in more than one department, such as Arts and Humanities and Natural Sciences, have not developed specific criteria. Faculty in these areas felt the philosophy and rationale statements provided ample guidance to the Instruction Committee, and no further refinement was necessary or possible.

Currently, the Instruction Committee relies predominantly on individual academic departments for recommendations about which courses should be included as part of the G.E. program.

Plans:

- Each academic department should clarify or reaffirm the criteria necessary for a course to be listed in a general education area. These criteria should provide a clear set of guidelines to assist the Instruction Committee's decision-making process.
- The Instruction Committee should continue to evaluate new and existing courses included in G.E. approved course list to ensure that that each course meets the specific criteria of that area of study.
- The Faculty Senate or its designated committees should review the entire general education program regularly, ideally every five years.

available to the general public. This process has been difficult and confusing for students and has required an inordinate amount of time of the librarians to explain to students how to configure their software.

Although students seem very satisfied with the library and learning resources in general, they often complain that the library hours are not sufficient for their needs. The student participants on the Standard Six committee expressed the need for additional weekend library hours, including the reinstatement of Sunday hours, which were eliminated in 2000-01. At the minimum, students requested additional hours or Sunday hours at peak times during midterms and finals.

Additionally, students reporting to this standard indicated a lack of awareness of the extent and availability of the learning resources that DVC offers. Their suggestions were to make better use of the DVC website to post information about computer labs, hours, locations, software, etc. and to encourage faculty to become better spokespersons for all the resources available for students.

With the conversion of the Legacy student information system to Datatel in 1999, the library lost its ability to print library cards, and the district printed library cards during the 2000 academic year. Beginning in fall 2001, DVC must find another method to print student library cards as the district will no longer support this function.

### Media Services

Access to the media collection was considerably improved when the Media Center started using the library's online catalog, ALICE, which is accessible to networked computers. Currently, efforts are being made to put the entire audio-visual collection, approximately 1,200 titles, onto ALICE which will allow all students and faculty access to all media titles and information about those titles from any networked computer.

Because of the increase in course offerings during inter-session periods, media services' ability to schedule and perform preventative maintenance on classroom equipment has been considerably limited. As a result, some equipment may be more vulnerable to breakdown during critical class time.

### Computer Services

According to the student survey, students think quite highly of the college's computers giving them an average rating of 3.95 on a 5.0 scale; over 75 percent of the students were satisfied or very satisfied with the computer services on campus. (document: 6.3.2, ACT Student Survey, item 17); however, the Standard Six committee found that students often complain that the Computer Center is not open enough hours. In addition, the use of more than one system as the platform for online courses is inconvenient for both students and staff.

Plans:

- The DVC library will develop a more efficient system for providing students and staff with remote access to electronic databases.
- The DVC library will analyze possible ways to extend library hours.
- Computer services should investigate extending computer lab hours for student access during all three semesters.
- The college should better promote and support the use of one platform for providing online courses.

*6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.*

Description:

Library

The DVC library staff includes a Library Director, five full-time librarians, one FTE librarian for evenings and Saturdays, and six and one-half library assistants. The SRVC library is staffed by part-time library assistants and coordinated by a DVC librarian. The Library Director is responsible for the DVC and SRVC libraries. Areas of librarian expertise include collection development and acquisitions, cataloging, information technology, circulation, instructional services, and reference. The library employs fifteen to twenty student assistants each semester for additional support. Funding for library student assistants is provided through the library budget, CalWorks, EOPS, and federal work-study programs.

Librarians regularly attend professional conferences, staff development sessions, and training workshops to remain current with rapidly changing developments in technology and information services. All librarians are active in professional organizations, locally, statewide, and nationally.

Librarians are involved in campus committees and activities, particularly the Faculty Senate, the Instruction Committee, the Information Technology Committee, and the Distance Learning Advisory Task Force. These committees assist with decisions affecting the ongoing development of information and learning resources.

In an effort to deliver instruction in a variety of ways, the DVC library staff provides a comprehensive instruction program to meet the needs of students, faculty, staff, and administrators and participates in the following activities:

- One-on-one assistance at the reference desk during all open hours
- General and subject-specific library orientations at the request of instructors (150 orientations conducted in 1999-00)

- Credit and non-credit classes; self-paced and online classes
- Library and Information Technology Certificate program which has a local advisory committee of area library personnel
- FLEX and Staff Development workshops
- College Success workshops
- Summer Institute
- College for Kids
- Learning Communities

In 2000-01, the DVC faculty adopted a new Information Competency General Education requirement, and librarians are working with other faculty on the implementation of this requirement. Securing three "Fund for Student Success" grants, librarians have taken the lead in developing information competency awareness. These grants have also provided the opportunity to explore various delivery modes for library ESL and Basic Skills courses and to develop a basic skills online tutorial. In addition, the curriculum for Introduction to Library Resources (Library Studies120) has been redesigned to meet the Information Competency General Education requirement.

The library was recently awarded a Partnership for Excellence (PFE) grant to develop curriculum and conduct a series of ongoing workshops to take place in the library's new electronic classroom. These sessions will further expand the library's instructional program by giving students the opportunity to select a topic of interest and improve research and information competency skills in hands-on, non-graded, repeatable workshops.

Media Services

The Dean of Information Technology and Services is responsible for media services. The media services staff includes a coordinator, six technicians, two specialists, a video/electronics repairperson, an audio technician, and a number of hourly technicians and student assistants.

Computer Services

The Dean of Information Technology and Services is responsible for computer services and computer services. The computer services staff includes seven college computer system specialists who receive regular training and skills upgrading to address various technological advances. The computer services staff includes one full-time coordinator, two permanent part-time technicians, two hourly technicians, two substitute technicians, one part-time instructional assistant, one hourly instructional assistant, and fifteen student lab assistants. There is always someone available to assist students during open lab hours. The SRVC computer lab also has a student lab assistant on duty during all open hours.

A new Instructional Technology Specialist position, approved through PFE funding in 2000-01, will help provide training opportunities and facilitate the effective integration of information technology with student learning.

The Staff Development Office has a cadre of part-time instructors and staff who provide basic workshops for faculty and staff to teach them how to utilize common technology tools.

Analysis:

Library

The librarians and support staff are well-qualified to provide support to users of information and learning resources. With a 3.46 average, on a 4-point scale, the statement that "DVC librarians are knowledgeable and helpful" was the highest rated item out of 120 items on the self study survey. (document: 6.2.1, Self Study Survey, item 47) Part of the reason the staff is held in such high esteem is that librarians and library classified staff participate in a wide variety of educational and training opportunities to stay abreast of changes in the field and technology; the library staff also makes it a point to stay in touch with faculty in both formal and informal ways throughout the school year.

However, despite the widespread approval, DVC's ratio of full-time equivalent (FTE) librarians to combined student and faculty FTE continues to fall below ACRL and California Title 5 standards. From 1998 to 2000, the number of librarians remained the same, while there was a decline in the number of support staff and no change in the number of student assistants. (document: 6.1.4, Fact Book, Library Personnel, table 1.14.2, p. 43) The library has added only one librarian to the staff since the early 1960s. Because technology and the ways information is accessed will continue to evolve, additional staff is needed to continue to provide much-needed services: faculty-requested orientation classes, drop-in workshops, group instruction, scheduled credit and non-credit classes, online instruction, one-on-one instruction, etc. The size of the library staff remains modest compared to the number of FTES (approximately 16,500) enrolled at DVC and falls below ACRL and California Title 5 standards in this area. (documents: 6.1.1, ACRL chart, Table A and 6.4.1, Title 5 chart, table 1)

When the Information Competency General Education requirement goes into effect, librarians will need to become even more active in providing staff development workshops to assist instructors who may want to infuse Information Competency into their course curriculum.

Additional library staff, including technical support staff and student assistants, is needed in order to meet all these goals and continue to meet the high expectations of the college. A request for a part-time classified library assistant for the SRVC library was approved spring 2001, which will begin to address the classified staffing needs at SRVC.

## Media Services

Media services staff recognizes the need to stay up-to-date with current and forthcoming technologies and does an adequate job in this area. Currently, because the technology needs of media services and computer services sometimes converge, there is a need to examine the roles and responsibilities of the staff. As computing and networking become more integrated with multimedia services, keeping accurate and current job classifications will be essential for the efficient operation of both of these departments.

## Computer Services

The demands on computer services staff have grown faster than the college's ability to meet the existing and anticipated needs in a timely manner. Computer services does not offer live help support, and the average response time for help requests is considered too long. Meanwhile, the volume, complexity, and importance of computer and networking services have increased significantly over the past five years. According to the staffing recommendations of the California Community College Technology II Plan, DVC has only half of the computer and network staff that it needs. (document: 6.1.5, California Community Colleges Technology II Strategic Plan, 2000-05)

An Instructional Technology Specialist position is critical for supporting faculty in the effective application of information technology to student learning, and the college has allocated PFE funds to create this new position. Because it is a new position, it must go through the district human resources process to get approved; so far, unfortunately, the position has been awaiting approval for over fifteen months. This situation that has made it difficult for the college to make progress in this critically important area.

Plans:

- DVC should continue to study the needs for additional library staff at DVC and SRVC and continue to make appropriate requests for additional staff.
- The Dean of Information Technology and Services will examine the expanded job duties of media services staff and consider revising job descriptions and responsibilities.
- Under the leadership of the Dean of Information Technology and Services, the college will work towards meeting the technology support standards recommended by the California Community College Technology II Plan.
- The Dean of Information Technology and Services will explore methods for improving the system for receiving and responding to computer support requests in a more timely manner.

*6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.*

Description:
The college provides annual operating budgets for library services, media services, and computer services. These budgets are expended on hourly workers, supplies, maintenance, contracts, subscriptions, and equipment. Academic divisions receive an annual budget for hourly support and supplies. For the past three years the district has provided annual funding for academic computer lab upgrade costs to partially cover the expense of obtaining replacement computers.

For the past several years the state of California has provided additional funding in the form of one-time block grants. Special equipment requests are funded on a year-to-year basis based on these block grants. These funds are partially used for additional and replacement equipment and supplies to support the library, Media Center, and the computer labs. For the past four years the state has provided annual Telecommunications Technology Infrastructure Program (TTIP) funding for database subscriptions, Internet access, video conferencing, and staff development.

Growth funds and PFE funds have allowed for the addition of 1.5 college computer system specialists to provide maintenance and support for computing and networking.

The district provides an annual student-use computer replacement budget that enables the college to replace about 80 percent of the student computers on a four-year cycle.

Analysis:
The college consistently provides a set amount of annual funding for learning resources. In addition, a significant amount of block-grant funding has gone towards one time expenditures. The challenge is in maintaining, supporting, and replacing these learning resources on a regular basis with ongoing funding since the quantity and complexity of the resources increase over time. Compared to other community colleges, DVC ranks 86th in the state in library expenditures per FTE. (document: 6.1.4, Fact Book, Library Expenditures per FTE, table 1.14.5, p. 46)

Annual operating budgets have remained steady since the last accreditation report up until 2000-01 when a 6 percent increase was applied across the board. Over this same period, increases in hourly wages and supply costs have challenged the college's ability to maintain, support and upgrade learning resources. For example, the cost of library books increases at about 5 percent

per year. Block-grant funding of $20,000 in 1998-99, $25,000 in 1999-00, and $50,000 in 2000-01 has helped to offset these increases.

The volume of computing and networking resources and services has grown significantly over the past several years and continues to grow. The State Chancellor's Office has created a Technology II Plan that addresses technology support staff needs based on full-time equivalent students (FTES) and the number of computers; however, no state funding has been allocated to the plan.

The Technology II Plan also recommends a three-year replacement cycle for all student-use computers; once again, no funding augmentation has been allocated to the plan. The college plans to use PFE funds to help augment the district budget for replacing student use computers.

Plan:

- The college should develop consistent and sufficient budgets for the effective maintenance, security, and improvement of information and learning resources.

*6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

Description:

Library

The library maintains database subscriptions and inter-library loan agreements. Databases are easily accessible from campus or from home through the DVC website. The library staff selects its databases to support the breadth of the DVC curriculum. The library annual report provides data on the use of the databases and inter-library loans. (document: 6.1.2, Annual Report of Library Services, p. 7)

The library does not rely on other institutions to support its educational programs. However, the library does participate in joint-purchasing opportunities and collaborative projects including the following:

- Golden Gateway Regional Network of the Library of California
- The Library Services and Technology Act (LSTA) funded Tri-Valley Library Project for easy web access to Bay Area library catalogs. DVC has a link on the library web page.
- Informal agreement with the San Ramon Public Library for use by SRVC students
- Work with Bay Area Library and Information System (BALIS); Bay Area Library and Information Network (BayNet); Region 11 of the libraries of

California; and area libraries to share resources and promote cooperative efforts
- Community College League and the Council of Chief Librarians of California Community Colleges (CCL) for negotiated rates for online databases
- Partnerships with the district, Contra Costa College, Los Medanos College, the Alameda County library, and other libraries throughout the state to expand electronic resources for students and faculty both in the library and remotely. (document: 6.6.1, Diablo Valley College Annual Report, 1998-99)

Analysis:
Because the college does not rely formally on other institutions for other sources of learning resources, this standard is not of great concern to DVC. However, the library maintains excellent relationships with local libraries, regional consortiums, and other networks to supplement its offerings.

Plan:
- None

*6.7 The institution plans for and systemically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.*

Description:
The library, Media Center, and computer services periodically evaluate services and equipment and identify areas for growth and change. Extensive review and evaluation took place during the development of the plans for the renovation the library, completed in fall 2001. The Library Director prepares an annual report and contributes data to the State Chancellor's Office Annual Data Survey, to the Integrated Post-Secondary Education Data System (IPEDS), and to the CCL data survey. Recently, the library completed a technology plan and a five-year strategic plan addressing the library's purpose and mission as well as external and internal challenges and opportunities. Recommendations from these plans, which will be updated annually, address various aspects including the collection, services and community relations. Library planning documents include DVC's Institutional Plan, Library Mission Statement and Vision, Library Strategic Plan, and The Library Technology Plan 2000-05. (documents: 6.2.2, Institutional Plan; 6.7.1, Library Mission Statement; 6.7.2, Library Strategic Plan; 6.7.3, Library Technology Plan)

Computer services periodically audits and reviews the college's computers, software, and related equipment. Since the last accreditation self study in 1996, the Technology 2000 Plan was adopted, and the college's use and needs for technology was extensively considered in the college's strategic plan. The college's website is in the process of being updated and redesigned.

Media services reviews equipment and services and updates its mission and goals periodically and publishes an annual report. (document: 6.1.3, Media Center Annual Report)

Technology and information technology have been given significant consideration in both the college strategic plan and the enrollment management plan. (documents: 6.7.4, Strategic Plan and 6.7.5, Enrollment Management Plan) There is also a college-wide information technology committee which is developing a long-term technology plan that will provide for an annual review of college technology needs.

Planning is underway for the San Ramon Valley Center (SRVC) in a new development in the Dougherty Valley. A central feature of this Center will be the San Ramon Valley Center-Contra Costa County Joint-Use Library. The joint-use library will have one collection as well as a seamless online catalog and will serve the 25,000 residents of this new community. The DVC library director and library staff have been very involved with the planning for this new library, working with city and county library staffs and a consultant for the project. The July 2000 Vision Plan Report details the planning process and the input from the community, the college, and the library staffs. (document: 6.7.6, Needs Assessment and Operational Planning for the San Ramon Joint-Use Library in Dougherty Valley)

Analysis:
A great deal of recent evaluation and planning has been done in the areas of learning and information resources and services. Clearly these critical areas have received and will continue to receive a high priority as information technology is even more fully integrated into the college's instructional programs. The renovated library, ongoing computer improvements, and joint-use agreements are all reflections of this planning.

The recent student survey indicates considerable satisfaction with the library and learning resources facilities and services. (document: 6.3.2, ACT Student Opinion Survey) Additionally, on the accreditation self study survey, Standard Six had the overall highest satisfaction score of all ten standards, an indication of the high regard in which learning information and resources are regarded on the campus. (document: 6.2.1, Self Study Survey)

The lowest-ranking item for Standard Six was that "DVC provides sufficient training to ensure that information and learning resources can be used effectively." (document: 6.2.1, Self Study Survey, item 51) However, it is interesting to note that a large percentage of respondents (53 percent) did not know or did not respond to the question of whether "learning resources are accessible to students taking distance education." (document: 6.2.1, Self Study

Survey, item 50) Since distance learning is a growing method of instructional delivery, this is an issue that will have to be addressed.

It is also interesting to note that there are no significant statistical differences between how managers, faculty, and classified staff view information and learning resources at DVC. In addition, full-and part-time faculty are equally aware of the services provided by the library, media services, and computer services. Likewise, the length of time that an employee has been at DVC has little effect on his or her knowledge of information and learning resources on campus. This suggests that information about learning resources is getting out to all groups on campus with consistency and a good deal of satisfaction. (document: 6.2.1, Self Study Survey)

Plans:

- Media services and computer services should develop and administer an annual survey to measure student use and satisfaction of learning resources.
- The college should make concerted efforts to communicate the information and learning resources available to distance learning students.

## STANDARD SIX DOCUMENTS

| | |
|---|---|
| 6.1.1 | ACRL (Association of College and Research Libraries) Standards for Community, Junior and Technical College Learning Resource Programs |
| 6.1.2 | Annual Report of the Diablo Valley College Director of Library Services, 1999-00 |
| 6.1.3 | Media Center Annual Reports, 1999-00, 1998-99, and 1997-98 |
| 6.1.4 | Institutional Effectiveness Fact Book, 2001 |
| 6.1.5 | California Community Colleges Technology II Strategic Plan, 2000-05 |
| 6.2.1 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 6.2.2 | Institutional Planning Department and Service Area Guide |
| 6.3.1 | Directory of Computers for Student Use |
| 6.3.2 | American College Testing (ACT) Student Opinion Survey, Fall 2000 |
| 6.4.1 | Title 5 Minimum Standards for Libraries |
| 6.6.1 | DVC Library Annual Report, 1998-99 |
| 6.7.1 | DVC Library Mission Statement |
| 6.7.2 | DVC Library Strategic Plan, 2000-01 |
| 6.7.3 | DVC Library Technology Plan, 2000-05 |
| 6.7.4 | DVC Strategic Plan, July 1999 |
| 6.7.5 | Enrollment Management Plan |
| 6.7.6 | Needs Assessment and Operational Planning for the San Ramon Joint-Use Library in Dougherty Valley, August 2000 |

## **STANDARD SEVEN:** FACULTY AND STAFF

*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

Co-chairs:

| | |
|---|---|
| Manuel Gonzales | Faculty, Social Science |
| Leslie Leong | Classified, College Computer Systems Specialist |

Committee:

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|---|---|
| Julie Catalano | Classified, Office of the President |
| Justin Cheng | Student |
| Victoria English | Student |
| Katie Graham | Faculty, Social Science |
| Melissa Jacobson | Faculty, History, SRVC |
| Robert Johnson | Administrator (interim), Assistant Dean of Economic Development and Instructional Services |
| Steve Johnson | Division Chair, Social Science |
| Delores McCrary | Administrator, EOPS |
| Melinda Moreno | Faculty, DSPS |
| Sue Rohlicek | Classified, Library |
| George Turner | Faculty, Physical Science |
| James Wolf | Student |
| Cathy Walton-Woodson | Supervisor, Counseling |

# STANDARD SEVEN:
# FACULTY AND STAFF

*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

## 7.A Qualifications and selection

*7.A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.*

Description:
Diablo Valley College maintains its commitment to quality in community college education and workforce training through the efforts of a dedicated, diverse, well-qualified, and richly-experienced faculty, classified staff, and administration both on the main campus and at its satellite campus, the San Ramon Valley Center. Hiring procedures for full-time employees are rigorous and thorough. In fall 1999, the college employed 936 people -- 284 full-time and 420 part-time faculty members, 206 classified staff, ten division chairpersons, and twenty-three administrators and managers -- to teach its courses, support its programs and services, and oversee its operation. (document: 7.A.1.1, Strategic Plan) Students are served through counseling and other student services, such as matriculation, transfer, financial aid, child care, career planning, job placement, and extended opportunities programs and services. Of the 298 full-time faculty and managers listed in the 2001-02 college catalog, 286 (96 percent) hold advanced degrees and 73 (24.5 percent) hold doctorates. (document: 7.A.1.2, college catalog)

Analysis:
The academic degrees held by faculty and administrators give clear evidence of their extensive academic background. An unusually high percentage of faculty members have been active in research and publication: as of spring 1999, 85 members of the faculty and staff, past and present, had been published. (document: 7.A.1.3, DVC Authors, A Bibliography) In addition, many of the college's instructors work full-time in their area of expertise while teaching part-time at the college.

While the staff at the college has managed to perform its duties satisfactorily since the last accreditation, there is a general consensus among all categories of employees, as the 2001 self study survey indicates, that the workload has unfairly risen significantly since that time. When asked whether the "present

number of employees is sufficient to meet the needs of students and the institution at large," 78 percent of managers, 40 percent of faculty, and 66 percent of classified staff expressed disagreement. Significantly, this item received the lowest average of all the items asked by Standard Seven in the self study survey. (document: 7.A.1.4, Analysis of Accreditation Self Study Survey, item 60)

Many respondents indicated that the college has excessively relied on the use of part-time faculty, especially to replace retiring full-time instructors; however, between fall 1999 and fall 2001, in actuality, the percentage of courses taught by full-time instructors has gone up from 50.6 to 55.1 percent while the percentage of courses taught by part-time instructors has dropped from 46.1 to 42.8 percent. Examined in a different way, based on student-contact hours, full-time faculty conduct 63 percent of the teaching at the college. (documents: 7.A.1.5, proportion of classes taught by full-time and part-time faculty and fall 2000 faculty analysis) Some feel the use of part-time instructors affects the quality of instruction adversely because of the perception that part-time instructors set lower standards than their full-time colleagues. For example, in spring 2000, the last semester for which such statistics are available, 26.5 percent of the full-time faculty grades (including W's) were A's while 32.5 percent of part-time faculty grades were A's. (document: 7.A.1.6, grade distribution) Overall, issues of instructional staffing and the quality of that staffing contribute to ongoing concerns about the professional relationship between full and part-time instructors.

Part-time classified staff have similar concerns. As of December 2000, there were thirty open classified positions at the college representing 14.5 percent of the permanent classified staff. (document: 7.A.1.7, open classified positions) In addition, according to the district's classified staffing formula, DVC is more than twenty-four positions below what it should be to operate effectively. The vacancies may be due to a number of factors, including retirements, transfers, and a lengthy job replacement process. Most of these open positions are currently being filled by temporary employees, some of whom have been in this situation for as long as five years. The college has been attempting to alleviate this situation and has partially succeeded by adding 18.5 new classified positions over the last two years. (document: 7.A.1.8, 2001 revised calculation per business procedure 18.03)

No administrative positions have been added since the last accreditation site visit six years ago, despite the fact that the college has grown considerably in size and complexity. During this time, administrators have increased areas of responsibility, and their workload has increased significantly. Compared to other colleges of similar size, Diablo Valley College is severely understaffed in management positions. For this and other reasons, including the lengthy period it takes to select division chairs under the current system, the college administration would like to see the division chair position re-organized to

become a full-time management position; this re-organization, proposed in September 2001 by the President of the college, was opposed by the Faculty Senate which wanted collegial consultation on the matter. (documents: 7.A.1.10, administrative organization memo from the college President and 7.A.1.9, Faculty Senate President's response)

Plans:

- A task force should be established by the Faculty Senate to investigate the impact of part-time faculty on the quality of instruction at the college and to make appropriate hiring recommendations to the Office of the President by the end of the 2002-03 academic year.
- A subcommittee of the Leadership Council should review the current number of employees in all categories, administrators, faculty, and classified staff, in terms of the successful operation of programs and services of the institution and make appropriate recommendations to the college.

*7.A.2 Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.*

Description:
The purpose and goals of the institution are reflected in the job description for each faculty, classified, and administrative position. Comprehensive and thorough job descriptions for all full-time and part-time faculty, classified, and administrative positions are developed by a committee representing the department. Job descriptions reflect the academic training necessary to meet the minimum qualifications for various positions as well as identify other qualifications, including necessary requisite experience.

Faculty job descriptions accurately reflect the teaching needs of the college. To ensure the selection of qualified faculty, the district follows guidelines provided by the State of California's Chancellor's Office. (document: 7.A.2.1, minimum qualifications for faculty and administrators in California community colleges) A committee representing the department, the division, and the Office of Instruction develops full-time faculty job announcements. (document: 7.A.2.2, sample job announcements) Part-time faculty job announcements are developed by the department and division. Equivalencies to the minimum qualifications are determined by academic divisions.

Diablo Valley College adheres to the district policy for hiring full-time faculty that went into effect in 1990 and was amended in 1994 and 1999. (document: 7.A.2.3, Uniform Employment Selection Guide) This policy requires the presentation of workshops for faculty and management involved in developing job announcements and recruitment plans. The workshops are designed to foster recognition of the value of diversity in staffing and to provide recruitment

strategies to increase faculty diversity. Periodically, all participants in screening and interviewing processes are required to attend a hiring booster workshop which covers affirmative action policies and issues as well as California's regulations relating to diversity, paper screening, interviewing, banding, and implementation of the equivalency process. In addition, the hiring policy provides for three diversity checks of the applicant pool conducted by the Affirmative Action Officer in consultation with appropriate administrators and faculty who are screening and interviewing committee members.

Classified job descriptions can be revised through cooperative efforts between the classified staff union and the district Human Resources Office with input from managers and staff. Job descriptions for classified and educational managers are officially approved by the Governing Board. These positions are listed in the district's Management Personnel Procedures Manual, salary schedule, and college organizational chart. (documents: 7.A.2.4, Management Personnel Manual and 7.A.2.4, DVC organizational chart) Job descriptions can be obtained from the President's Office, the district Human Resources Office, and through the college and district websites.

Analysis:
The staff at the college works diligently to follow the hiring policies of the district which attempt to ensure fair and thorough attention to all candidates for a position. The college is committed to writing accurate job announcements and developing written and interview questions as well as rubrics which help determine the best candidates for all positions. Although at times there have been different interpretations about the hiring policy and its implications, in general, although the hiring process is viewed as slow and cumbersome, it has allowed DVC to hire an exemplary staff.

Plan:
- None

*7.A.3 Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.*

Description:
Job announcements, including the state-mandated minimum qualifications for faculty hiring, are developed by hiring committees. District qualifications for some departments may be higher than state minimum requirements. To teach in a community college, the state of California requires a master's degree in academic disciplines. For disciplines in which a master's degree is not generally expected or available, a bachelor's degree and two years of professional experience or an associate in arts degree and six years of professional experience is required.

A demonstrated ability to motivate and teach in ways appropriate to the diverse backgrounds, cultures, and learning styles of community college students is also listed as a desirable qualification for faculty. While the college community is deeply committed to equal opportunity and affirmative action programs in faculty selection, it continues to hold teaching effectiveness as its preeminent criterion for faculty selection. Other desirable qualifications listed in job announcements require evidence of effective teaching and a willingness to work in a collegial manner with faculty and staff. Candidates also respond in writing to a number of supplemental questions scored using rubrics developed by the hiring committee with the approval of the Dean of Instruction.

Search committees screen the applications and interview the appropriate candidates based on the stated criteria agreed to by committee members. During hiring interviews, candidates are typically asked to respond to several committee questions designed primarily to ascertain the applicant's understanding of and commitment to effective classroom teaching, and agreed-upon rubrics are used to rate each candidate. Typically, candidates are also asked to conduct a teaching demonstration simulating how they approach a community college classroom setting.

Candidates for part-time instruction are paper screened by faculty in the appropriate academic disciplines and interviewed by full-time faculty who have attended the hiring workshops.

Analysis:
The quality of the teaching staff and instruction is generally first rate. The American College Testing (ACT) Student Opinion Survey 2000 indicated that 84.9 percent of student respondents rated the quality of instruction at the college as either good or excellent. (document: 7.A.3.1, American College Testing (ACT) Student Opinion Survey) The faculty does an outstanding job of preparing students in the four areas addressed in the college's mission statement: transfer, work-force development, economic development, and pre-collegiate preparation.

Diablo Valley College perennially ranks among the top three community colleges in the state in transferring students to four-year schools. (document: 7.A.3.2, Institutional Effectiveness Fact Book, Transfer Students for Peer Community Colleges and Top Ten Transfer Colleges, tables 4.3.2 and 4.3.3) According to the college President, "The quality of DVC faculty is a critical factor [for the high transfer rate], particularly in the sciences but in the rest of the core curriculum as well. The faculty assume that transfer is the goal for the majority of students and thus are scrupulous in maintaining high academic standards for their classes." (document: 7.A.3.3, *DVC Forum*) In fact, DVC attracts students from the entire East Bay, not just central Contra Costa County, its immediate service area. The quality of instruction, and academic reputation, is sufficient to attract over 700 international students to Diablo Valley College as well.

Nevertheless, a number of problems regarding the selection process were identified in surveys of the campus community. Some faculty expressed concern about recent attempts to diversify the faculty that they felt sacrificed teaching expertise for diversity. A few respondents worried about the complexity and length of the hiring process. They expressed a belief that the procedure is cumbersome and filled with unnecessary delays that result in the loss of some of the best candidates to other institutions with more expeditious hiring processes. The district is aware of these problems indicating that the district's "recruitment and selection process is riddled with inefficiencies and inappropriate procedures." (document: 7.A.3.4, Proposed Restructuring Of Human Resources, p. 2) Similar concerns were raised about the part-time hiring procedure.

Plan:

- None

*7.A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Description:
The 2001-02 Diablo Valley College Catalog lists academic degrees held by all full-time faculty and administrators, and the colleges and universities that granted those degrees. Personnel in the Human Resources Department check the academic degrees of job applicants to ensure that they are from accredited institutions. Foreign degrees must be evaluated by certified evaluation services. (document: 7.A.4.1, evaluation of foreign degrees) The job equivalency form has been revised and improved since the last accreditation. (document: 7.A.4.2, equivalency policy)

Analysis:
The college catalog shows a diverse and well-qualified faculty and administration. Selection criteria for certificated job openings appear to be more than satisfactory.

Plan:

- None

## 7.B Evaluation

*7.B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic, and timely.*

Description:

Each employee category is evaluated according to that group's agreed-upon evaluation policy. The Management Evaluation Policy identifies the process by which managers are evaluated (document: 7.A.2.4, Management Personnel Manual, Management Evaluation Policy); it identifies who must participate in the evaluation process, the timelines for completion of the process, as well as an appeal process. The college President and deans evaluate those managers who report directly to them. Division chairs are evaluated by the Dean of Instruction at the midpoint and end of their three-year appointment. Where appropriate, faculty and classified staff participate in the evaluation of administrators and managers. Evaluations are sent to the President and Chancellor for their overall consideration. Classified managers are evaluated after completion of six months, eleven months, two years, three years, and every three years thereafter. Educational managers are evaluated at regular intervals, and the process is systematic, formal, and prescriptive.

Diablo Valley College employs a comprehensive and systematic process for evaluating regular full-time teaching faculty, probationary full-time teaching faculty, part-time teaching faculty, and faculty emeritus employees. The process also includes systematic procedures for evaluating counselors, librarians, and learning disabilities specialists. (document: 7.B.1.1, faculty evaluation guidelines) The process, implemented in 1994-95, stipulates that regular faculty members in each division are divided into six evaluation cohorts to be evaluated in six successive semesters.

Required workshops are provided several times during the year for evaluators and evaluatees in order to introduce them to the purposes, timetable, and steps of the evaluation process. A key element of the evaluation procedure is a peer classroom or workplace observation followed by a timely post-evaluation conference in which the evaluatee reviews the written observation form completed by the evaluator, along with completed student evaluation forms.

Although new probationary faculty members are required to participate in NEXUS, an extensive orientation program, they are encouraged to devote most of their time and energy in their first two years at DVC to the development and strengthening of their teaching skills. For probationary faculty, all of the materials gathered through the processes of peer, student, and self-evaluations become the basis for the President's formal recommendation for or against reemployment. If they are approved, probationary full-time faculty are granted tenure after four years of full-time instruction which will have included five formal evaluations.

The evaluation procedure for faculty emeritus employees -- with the exception of the self-evaluation requirement -- is similar in scope and intent to the process used for full-time faculty. The part-time evaluation procedure is similar in intent to that used for probationary full-time faculty.

There is presently no formal orientation for new classified employees. Evaluations of classified staff are followed as outlined in the 1998 agreement with the classified employees union. (document: 7.B.1.2, Agreement between Contra Costa Community College District (CCCCD) and Local 1) These evaluations are monitored through the district Human Resources Department. Evaluations of confidential and supervisory employees are followed as outlined in personnel procedures. (document: 7.B.1.3, personnel procedure 4006) Classified and confidential probationary employees designated to serve a six-month probationary period are evaluated at the end of the second, fourth, and fifth month during the regular probationary period, and during the eighth to tenth week if extended for ninety days, and, in either case, more frequently if deemed advisable. Probationary employees designated to serve a one-year probationary period are evaluated at the end of the third, sixth, ninth, and eleventh month during the probationary period, and more frequently if deemed advisable. Permanent employees having fewer than five years of service are formally evaluated at least once annually, during the month preceding their increment date anniversary, and may be evaluated more frequently for good cause upon proper notification.

All formal evaluations are found in the employee's official personnel file and are available for the employee's inspection. A copy of the completed evaluation form is given to the employee. No evaluation of any employee is placed in a personnel file without an opportunity for discussion between the employee and the evaluator. The employee may include a written response to the evaluation.

Analysis:
In general, the evaluation of all groups is systematic, formal, and done according to the timetable provided by the appropriate procedures. However, many indicated some concerns in this area. Among the criticisms is the belief that the process is too cumbersome and time-consuming, and that it fails to provide effective means to address concerns regarding unsatisfactory faculty. Nor does there seem to be enough consistency in the way the process is implemented: in general, depending on the department, evaluations are either carried out with rigor and concern for outcomes, or casually, with little regard for long-term effects. The inconsistency of the evaluation of part-time faculty is a particular concern. The administration is also concerned about the evaluation and tenure process for new faculty.

The college has demonstrated a desire to improve the Management Evaluation Plan. A draft of a new plan has been developed by a district-wide group and been sent to the Chancellor's cabinet for approval.

There is no mechanism for evaluating classified staff beyond the probationary period. Some classified positions are identified as hourly and therefore temporary, and, at the present time, there is no mechanism for the evaluation of hourly classified staff.

Plan:

- As part of the collective bargaining agreement, the district, faculty, and classified employees should review the evaluation process for all employees, including part-time staff, and establish a policy for evaluating temporary classified employees.

*7.B.2 Evaluation processes seek to assess effectiveness and encourage improvement.*

Description:
The basic goal of the employee evaluation process is to help employees perform their present jobs more effectively to the mutual benefit of the individual, the students, and the district. This evaluation is conducted by the employee's immediate supervisor and reviewed by the appropriate dean or manager.

For full-time faculty, the process requires the evaluatee to complete a self-evaluation. In addition, the evaluation process provides for the development of a specific "improvement plan" if the evaluatee's Peer Review Committee should detect deficiencies in the instructor's performance. This plan might recommend that the evaluatees draw upon available resources such as staff development activities, workshops and conferences on instructional skills, and observations of skilled classroom instructors. The evaluation procedure for part-time faculty does not provide for development of an improvement plan.

Analysis:
The evaluation policy generally attempts to provide for a fair and objective evaluation of employee performance, and seeks to assess effectiveness and encourage improvement; however, many employees are critical of the policy. College procedures are not uniformly respected during the evaluation process. This is especially true of faculty evaluation, where standards, according to some critics, often seem to lack rigor.

The staff's evaluation of the employee evaluation system is decidedly mixed. Most faculty express moderate satisfaction with the evaluation procedures: 52 percent agreed that it is effective; however, 30 percent expressed dissatisfaction. (document: 7.A.1.4, Self Study Survey, item 55) In open forums and discussions, many faculty indicated that they have gained valuable insights about teaching through the observation of their peers. The evaluation of part-time instructors under the current process has generally elicited a favorable reaction from faculty, although 38 percent did not know and did not respond to this item on the survey. (document: 7.A.1.4, Self Study Survey, item 55)

While faculty has a mixed evaluation of the evaluation policy, managers are its most severe critics. In the self study survey, 77 percent of the management responses, an extremely high number, disagreed with this statement: "DVC's

employee evaluation system is effective." (document: 7.A.1.4, Self Study Survey, item 55) As the self study survey indicates, particularly in the written comments, the relationship between faculty and administration has deteriorated considerably since the time of the college's last accreditation, and this may be partly reflected in the dissatisfaction with the evaluation process. This troubled relationship is also demonstrated in the response to this survey item: "The college administration provides leadership that supports an effective learning environment." Staff responses were evenly split: 41 percent agreed and 40 percent disagreed; however, a wider split can be noted as 85 percent of the managers agreed with this statement, while only 34 percent of the faculty and 45 percent of the classified agreed with it. (document: 7.A.1.4, Self Study Survey, item 73) With such a discrepancy in perceptions, it might be difficult to encourage the improvement the standard seeks to promote.

However, there have been efforts to improve faculty-administration relations during the past two years, and many are hopeful that such efforts will improve the campus climate so that assessing effectiveness and encouraging improvement will become less of an area of conflict. A retreat at the Asilomar Conference Center in January 2000 brought together employees from all constituency groups on campus to establish common goals and a vision for reaching them. The dialogue established there continues to resonate in the campus community. Moreover, a series of social gatherings initiated by the Staff Development Office during the past year has also helped to increase a sense of collegiality among administration, faculty, and classified staff. However, reaction to the President's plan to restructure the college's administration in September 2001 appears to have worsened the climate of collegiality.

Plan:

- The Staff Development Office, working with both the faculty union and the classified employees union, should survey all campus employees in order to identify areas of concern in the evaluation process, and offer workshops that address these concerns.

*7.B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.*

Description:
A faculty member's full-time responsibility includes service for all days in the academic calendar and an obligation to evaluate each student's academic achievement in accordance with the district's grading or evaluation standards. Consistent with its mission, the district is deliberate in evaluating the delivery of its educational and training programs.

One of the major components of the faculty evaluation procedure is the student-completed evaluation. (document: 7.B.3.1, student evaluation of teaching

faculty) Students express their perceptions of the faculty member's teaching effectiveness using a numerical rating system and are also encouraged to write appropriate comments. Both peer and student evaluation forms for teaching faculty focus primarily on teaching effectiveness, emphasizing criteria such as the organization of the course, the instructor's ability to stimulate student thinking and discussion, the willingness of the instructor to present course material in a balanced fashion, and the prompt and thorough evaluation of student work. Student evaluation surveys, classroom or worksite observations, and videotaping are key components in the appraisal of teaching effectiveness. Faculty also present representative documents, such as assignment sheets, examinations, classroom exercises, syllabi, and correspondence to demonstrate classroom effectiveness and adherence to the appropriate course outline. (document: 7.B.1.1, faculty evaluation guidelines)

In addition, service on departmental, divisional, college and district committees, advising student clubs, attendance at workshops and professional conferences, inservice training, community service relating to district or professional responsibilities, publishing books or articles in professional journals, and receiving honors and awards are also a part of the evaluation process.

Analysis:
Teaching effectiveness is the preeminent criterion for faculty evaluations. The ACT Student Survey reflects a highly favorable overall impression of teacher competency in the area of instruction. (document: 7.A.3.1, ACT student survey) Student evaluations of individual instructors generally indicate a favorable ratings of teaching ability and are sometimes a significant factor in the consideration of a faculty member's evaluation. However, many perceive that student evaluations are not consistently or rigorously used in a faculty member's evaluation.

The faculty is extremely effective in terms of qualifications, knowledge of subject matter, and diversity of teaching styles. Within the classroom there is a great deal of vitality. Newly hired faculty, in particular, have enhanced innovation, especially in the area of technology. In many ways, instruction has never been better.

Administrators raised concerns, however, about the evaluation process and think that it is not, on the whole, an effective process. For example, peer evaluators make little distinction between "effective" and "very effective" instructional practices in the evaluation process. On occasion, specific concerns raised by students in their comments are rationalized by fellow faculty. Also, administrators raised the concern that tenure is 100 percent dependent on the evaluation process, a process some view as flawed.

Another concern is raised by the part of the substandard that addresses faculty "participation in institutional service or other institutional responsibilities"; this problem is especially evident among tenured faculty members since they are

expected to provide significant representation on the college's many committees. (document: 7.B.3.2, DVC Committees: Task Forces, Advisory Committees, Work Teams, 2000-01) There is a widespread impression on campus that the faculty is less conscientious than it has been previously in performing its institutional duties *outside* the classroom. To the extent that this is accurate, a number of factors might contribute to this situation: the frustration produced by the common perception among faculty that their efforts have not been sufficiently appreciated and supported by the administration; the result of deteriorating morale on campus; the belief that such participation is not expected beyond a minimal contribution; the fear that participation in such activities puts faculty members in conflict with other faculty members or management; the fact that such participation might not be valued or honored by fellow faculty members; the perception that such contributions are not a significant part of the evaluation or tenure process.

Open Forums and discussion revealed that another contributing factor for this state of affairs might be the large percentage of full-time faculty on four-day teaching schedules. For example, in spring 2001, 27 percent of the thirty-seven full-time faculty in the English Division (ten instructors), 31 percent of the 39 full-time faculty in the Social Science Division (twelve instructors), and 53 percent of the forty-seven full-time faculty in the Applied and Fine Arts Division (twenty-five instructors) had four-day teaching schedules. Attempting to cram five days of classes and office hours into four days leaves less time for committee assignments, as well as peer evaluation, division and subject area meetings, and student mentoring; morale is bound to suffer. Faculty members who work very hard both in their primary teaching or work assignments and on a multitude of committees resent colleagues who appear to do less to serve the great needs of their divisions and the college.

Consequently, it seems to many observers that, beyond the classroom, a few of the full-time faculty do the great majority of work that goes into maintaining the institution. Aware of this problem, in spring 2001 the Staff Development Office, the Faculty Senate, and the United Faculty took the initiative to establish a series of faculty leadership workshops to energize faculty and encourage them to take on or support leadership roles in the college, to strengthen faculty connections, and, more generally, to reinvigorate a positive campus culture.

Plans:

- Sponsored by the United Faculty and the Faculty Senate, an open forum should be held to discuss and develop ways to encourage full-time faculty to participate more fully in the responsibilities that come with their tenured status.
- Administrators and appropriate faculty groups should work together to re-assess the evaluation procedures for faculty and make appropriate recommendations to the campus community.

- The Faculty Honors Committee of the Faculty Senate should consider developing a service award program to honor, on an annual basis, those members of the faculty who have contributed most to the well-being of the college above and beyond classroom performance, individuals whose contributions to the college far exceed the requirements of their jobs.

## 7.C Staff Development

*7.C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.*

Description:
The staff development program continues to serve a significant and improved leadership role at Diablo Valley College in promoting the professional development of the entire college community: faculty, administration, and classified staff. The staff development program defines its mission in this way: "to support quality teaching, learning and support services for all students by providing the necessary resources for employees to develop and fulfill career, personal and professional needs and goals." (document: 7.C.1.1, staff development concept paper) The program has been essential and successful in meeting the professional and career needs of the more than 900 employees of the college. The Staff Development Office's staff includes a faculty director (0.8 reassigned time), who is both the Staff Development Coordinator and the FLEX Coordinator; a NEXUS Coordinator (0.4 reassigned time), in charge of working with new, full-time faulty; and a three-quarters time classified senior office assistant. The Staff Development Coordinator organizes staff development offerings, encourages individual projects, promotes the staff development program, and publicizes events.

Having moved into larger and more modern facilities in January 2000, when the college established a centrally-located facility on the main campus, Staff Development has been remarkably successful in achieving a dramatic increase in employee participation. From January 2000 to March 2001 the new center sponsored or organized over 300 events, serving 2800 participants, and included the following events:

- Instructional Technology Fair to introduce the staff to the latest technology that facilitates teaching and learning
- Online Academy to prepare faculty to teach online courses
- Resiliency Project to train instructors in strategies to help students be resilient in the face of adversity
- Service Learning Project to demonstrate ways instructors can incorporate service learning into their classes
- Employee Recognition celebration to boost staff morale
- A series of staff tours throughout the Bay Area meant to develop a team spirit and improve morale on campus

(document: 7.C.1.2, Strategic Plan progress report)

The main source of financial support for the staff development program has been provided by AB 1725 funds, which totaled $59,352 during the 2000-01 fiscal year. (document: 7.C.1.3, NEXUS concept paper)

The flexible (FLEX) calendar program is a component of the staff development program and the major vehicle for participation in professional development activities. The FLEX Program is overseen by a campus-wide Staff Development Committee, composed equally of administrators, faculty, and classified staff. All constituencies are encouraged to submit individual staff development requests, and the process for applying for staff development money is uncomplicated. Although most faculty members have used the money to attend conferences or workshops, there is a broad spectrum of activities for which the funds can be used within California guidelines.

The Staff Development Center oversees an extensive program of computer and technology training. This computer lab has a technical staff of a six faculty members, most of them part-time instructors, including a Technology Training Director, and is funded primarily by Telecommunications Technology and Infrastructure Program (TTIP) monies.

Staff Development also oversees NEXUS. Directed by the NEXUS Coordinator, this year-long orientation program for new, full-time faculty was created in 1985. New full-time faculty are paired with a mentor, an experienced faculty member, usually from their own departments. Newly hired faculty have three days of orientation activities before the opening of the fall semester and monthly programs throughout the school year. The specific objectives of the program are spelled out in its concept paper of 1999. (document: 7.C.1.3, NEXUS concept paper) During 2000-01, the NEXUS program featured numerous presentations including library technology, Datatel, articulation agreements, the assessment process, writing across the curriculum, and leadership opportunities on campus. (document: 7.C.1.4, NEXUS schedule)

Sabbatical leaves are another method by which the district provides opportunities for some staff to continue their development. Administrators and full-time faculty can be eligible to receive sabbatical leaves. The Sabbatical Leave Program, as negotiated in the United Faculty Contract, sets aside an amount equal to 0.5 percent of the total expenditures listed in the official budget under certificated salaries to be budgeted for sabbatical leaves. (document: 7.C.1.5, United Faculty Contract) Sabbatical leaves were granted to seventy-five employees between fall 1995 and spring 2002. In addition, a number of advancement opportunities for classified staff have been made available because of replacements for sabbatical leave requests.

The staff development program also oversees the budget for faculty to attend appropriate conferences. Faculty can submit an application to attend a conference. Full-time faculty receive $500 each year and part-time faculty receive $250 each year for this purpose. Generally, there is not enough funding to meet all the requests.

Classified staff members, who attend many staff development programs, also participate in the Enhancement Program which provides funds for inservice training and attendance at conferences. Although workshops, seminars, and retreats are generally job-related, it is possible to obtain funds for other activities. The college endeavors to address the training and development needs of full-time and part-time classified staff. Classified staff receives reimbursement of enrollment fees for six credit units per year offered through the college. Workshops are also held on professional development days and throughout the year to meet the needs of classified staff. In 2000-01, thirty-seven classified staff members were provided funds to attend conferences (as were seventy-eight faculty members). In the summer 2001, a classified staff retreat focused on resiliency training. There is no program similar to NEXUS to provide orientation to newly employed classified staff; however, all permanent classified staff are issued the DVC Classified Staff Handbook. (document: 7.C.1.6, Classified Staff Handbook)

Analysis:
The staff development program is considered excellent throughout the campus community. The new Staff Development Center, opened in January 2000, provides numerous workshops each month that are well-attended and perceived as extremely helpful. The self study survey revealed the staff's satisfaction with the program: in response to the item "DVC's Staff Development programs promote improved professional expertise" over 83 percent of each constituent group expressed agreement; only 13 percent disagreed. (document: 7.A.1.4, Self Study Survey, item 52)

Particularly praiseworthy is the improvement and support provided for all employees in the Staff Development Center which provides both group and individual training and support in numerous ways: training in elementary and advanced word processing, keeping a gradebook, developing web pages, using the web for data and administrative work, using the computer for effective teaching, etc.

The NEXUS program for probationary faculty has witnessed steady progress over the past six years and is considered to be highly successful in carrying out its mission of orienting new faculty to the campus community. In many ways a model program, NEXUS has nevertheless been the source of some disagreement between faculty and administration. At present, NEXUS focuses on orientation to the college. A survey of NEXUS participants from 1999-01 indicates that new faculty members are most interested in the kinds of activities the program currently pursues: campus culture, logistics of the campus

community, the advantages of a mentor relationship, etc. (document: 7.C.1.7, NEXUS survey) The administration, however, has expressed the desire to take a more significant role in NEXUS by instituting a teaching academy focusing on teaching skills and classroom practice; faculty prefer to maintain the status quo.

A general concern by some classified staff is that there is not full and adequate training for their jobs. Comments from the 2001 self study survey indicate that this problem is as current today as it was at the time of the last accreditation. The inability to get away from their jobs for adequate on-going training is another concern expressed by classified staff. Recently classified personnel have been allowed to temporarily fill other classifications, which has provided the college with a more knowledgeable workforce and allowed for cross-training within departments.

Another concern is that there are no orientation programs for new managers. This deficiency is a concern especially in the case of newly appointed division chairs, who are required to do a difficult job, one which is constantly evolving and is likely to change even more over the next few years.

Increasingly, the needs of part-time faculty, another constituency neglected in the past, are being addressed by the staff development program. For example, part-time faculty became eligible to apply for conference funds beginning in 1999-00. Also, since fall 1999, NEXUS has provided evaluation workshops and other staff development training sessions for part-time faculty which have had some success. During 2000-01 a consortium of nine California community colleges, including Diablo Valley College, started to develop an online, grant-funded orientation program for adjunct faculty. This statewide program will make available to new part-time faculty vital information that is currently provided to newly hired full-time instructors through NEXUS. Such skills as creating a syllabus, addressing different learning styles, improving reading and writing in the classroom, conducting classroom assessment, etc. will be addressed through both an online course and a consortium website. (document: 7.C.1.8, application abstract)

While the main campus of Diablo Valley College has generally been well served by staff development workshops, employees at the San Ramon Valley Center have had a difficult time taking advantage of these training sessions given their distance from the main campus where almost all of these activities are centered.

Plans:

- The staff development program should seek opportunities to provide more workshops at SRVC and orientation programs for part-time faculty, expand hours of operation of the Staff Development Center, and increase funding for conference travel.
- The staff development program should explore the possibility of developing orientation programs that meet the needs of both new

classified staff and new administrators such as those which NEXUS currently provides for new faculty.
- The future status and purpose of the NEXUS program needs to be resolved within the next two years by the administration working in concert with the Faculty Senate.

*7.C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.*

Description:
Faculty members have considerable input in proposing and planning various staff development activities. Because the district's flexible (FLEX) guidelines allow for off-calendar or off-campus activities, it is now possible for faculty to take advantage of educational programs that were not available to them previously. (document: 7.C.2.1, district flexible guidelines) Funding for faculty and classified staff for independent or group activities is also available.

The Staff Development Office routinely and regularly collects participant evaluations for every training workshop and class offered, and these evaluations and needs assessments are used to write an annual analysis and evaluation of activities and programs. (document: 7.C.2.2, staff development needs assessment) In addition, the Staff Development Office is very receptive to suggestions for workshops, particularly those pertaining to educational uses of technology. Both classes and individualized training are arranged conveniently and at very short notice.

Analysis:
Administrative support for the staff development program has been exceptional. The establishment of the new Staff Development Center at the very heart of the main campus, in particular, has greatly enhanced the learning opportunities available to all members of the campus community. Given its greater resources, the Center has become a catalyst for a number of innovative projects that have enabled the entire staff to do their jobs more effectively. Moreover, its expanded facilities and central location have encouraged much wider participation and better accountability.

The Staff Development Committee develops forums to provide ample opportunity for staff to participate in the planning and evaluation of staff development programs. The staff development office promotes focused and consistent attention on the needs of employees to improve their job performance in a friendly and convenient manner. This includes, but is not limited to, instructional development, division and department activities as well as funding for conferences, workshops, seminars, and computer training.

Plan:
- None

## 7.D General Personnel Provisions

*7.D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.*

Description:
The college seeks to ensure fair employment practices through the use of clear and equitable policies and procedures established for managers, faculty, and classified employees. Collective bargaining agreements pertaining to faculty and classified staff have been published and distributed, and are readily available. Governing Board policies are available in several campus locations, including the campus library, Instructional Services Office, and the United Faculty Office. Procedures and criteria for personnel appointments, evaluation, retention, advancement, and due process are explicitly stated in contractual agreements. The staff has been appropriately involved in the development of these procedures. All information is available for review, and staff members are encouraged to submit proposed changes through appropriate channels. Employees have ready access to their employment files and are provided opportunities to see and comment on management or supervisory evaluations; written comments are added to the permanent employment file.

Due process procedures are clearly delineated in the collective bargaining agreements for the faculty and classified staff. Grievance procedures are addressed in the United Faculty Contract which identifies the process which addresses alleged violations of that agreement. (document: 7.C.1.5, United Faculty Contract, Article 19) The classified staff collective bargaining agreement contains parallel language in Article 10 of that agreement. (document: 7.B.1.2, Agreement between CCCCD and Local 1) The Management Evaluation Policy provides an appeal process for managers. (document: 7.A.2.4, Management Evaluation Policy, 6.4.7)

Workloads for certificated staff are a negotiable item and vary from department to department and division to division. The United Faculty Contract defines the parameters for such matters as faculty workload for instructional and non-instructional assignments, class sizes, load balance, specific teaching activities, and educational goals. (document: 7.C.1.5, United Faculty Contract, Article 7) The contract for classified staff states the number of hours to be worked for each position, but it contains "generic" descriptions which do not address specific workloads for each position. (document: 7.B.1.2, Agreement between CCCCD and Local 1)

Personnel hiring procedures are clearly stated in the district's Uniform Employment Selection Guide and attempt to ensure fairness to all candidates throughout the hiring process. The guide describes a consistent methodology that is to be used district-wide in the hiring of all personnel, and explains in detail the hiring process starting with the initial screening of candidates' applications

and concluding with the final hiring interview. (document: 7.A.2.3, CCCCD Uniform Employment Selection Guide)

Job announcements for full-time faculty positions, which are widely circulated throughout the nation via a variety of means, including the college website (www.dvc.edu/hiring), have been significantly improved during the last year, and attempt to attract a large and diverse pool of applicants. In an attempt to attract well-qualified candidates, application periods range from six to eight weeks. Following the closing date for receiving applications, a divisional paper-screening committee reviews all applications using rubrics reflecting the application's success at demonstrating minimum and desirable qualifications. The paper-screening committee forwards candidates for interview by a second divisional committee. No one can serve on both the paper screening and interview committees. The interview committee recommends between three and five unranked candidates for a second interview with the college President and a designated dean. In consultation with the faculty interview committee and the dean, the President makes the final selection. That person's name is then forwarded to the Chancellor and the Governing Board for appropriate confirmation.

The procedure for hiring part-time faculty has been modeled in part after the full-time hiring process. Part-time job announcements are widely circulated and application periods are sufficient to attract well-qualified applicants. Department members interview candidates, and some may require teaching demonstrations in much the same fashion as they do in the process of hiring full-time faculty. The best candidates are recommended to the division chairs for hiring. The President does not interview part-time candidates.

There are no campus-wide procedures in place that relate to the retention of part-time faculty. The retention of part-time employees is currently left entirely to the discretion of academic divisions.

Analysis:
In general, criteria used by human resources and hiring departments have resulted in fairness in employment procedures. Faculty and classified staff are typically aware of their rights either by reading their employment contracts or discussing procedures with their union representatives. Administrators have no union and no negotiating rights, however.

An issue of fairness that needs further investigation is the question of workload, particularly in regard to classified staff. The accreditation self study survey responses by all respondents to the statement, "DVC has equitable workloads for its employees," were evenly divided between those who agreed and those who disagreed; however, only 27 percent of the classified staff agreed with this statement as compared to 48 percent of managers and 44 percent of faculty. (document: 7.A.1.4, Self Study Survey, item 58) There is a perception among

some classified staff that their efforts have not been sufficiently appreciated and supported by faculty and administration. While workload for faculty is defined contractually, classified workloads are not precisely defined in their job descriptions, and perceived inequities in load remain a divisive issue among the campus constituencies.

The problems associated with the workload of classified staff can be attributed to a number of causes. Many classified staff feel that their workload has been exacerbated by the college's conversion to its new computerized system, Datatel. While the entire campus community has had to increase its workload and therefore the amount of stress as a result of Datatel's failures, the burden has been especially significant for the overwhelmed personnel in the Admissions and Records Office. It remains to be seen whether the full implementation of the new computer system will alleviate this problem. Also, even with the addition of over 18.5 classified positions over the past two years, the college remains 24.5 positions below estimations of what is needed to run the college properly. (document: 7.A.1.8, 2001 revised calculation per business procedure 18.03)

In addition, responses to the self study survey indicate that many members of the classified staff believe that their job descriptions do not adequately describe their work assignments. (document: 7.A.1.4, Self Study Survey, items 58 and 60) In fact, classified job descriptions are often misleading. Also, temporary classified employees do not fall under the personnel guidelines outlined above. This exception has been a source of discontent and irritation on campus. In terms of hiring procedures, some members of the classified staff are concerned that the lengthy written supplemental questions required with each application discourage qualified candidates. They also perceive that when a position comes open, outside candidates are given a higher preference than candidates who already work on campus; however, a recent analysis indicates that of the fifteen most recent job openings with both internal and external candidates, twelve (80 percent) were filled by internal candidates. (document: 7.D.1.1, classified hiring data)

The agreement between the district and the classified employees union states the number of hours to be worked by classified staff but does not address workload, thus making workload a non-grievable issue. (document: 7.B.1.2, Agreement Between CCCCD and Local 1) This is a major area of concern for classified employees. In addition, classified job descriptions are written in general terms that at times inaccurately describe the duties and responsibilities expected of the position.

In 1991-92, the district's interpretation of federal labor law regarding overtime pay scales meant that full-time classified staff members would no longer be allowed to teach classes at the college. This policy adversely affected several classified staff members who were qualified and had taught classes previously. Perceived by classified staff members and some contract faculty as being inequitable given

the ability of full-time faculty to earn extra pay by teaching additional classes, this policy still divides the college community and has not been resolved.

Human resources policies and procedures have helped the staff meet the district's standards of performance and improved substandard performance. Negotiated grievance procedures provide faculty and classified employees with due process for the resolution of complaints related to the contract provisions. Additional protection from unlawful discrimination in programs and activities because of ethnicity, religion, age, sex, and color or physical or mental ability is found in district policies as well as in federal and state laws. Due process is also provided in case of professional conflicts between employees and between employees and supervisors.

Because many of the policies and procedures governing part-time faculty are determined by department and division by-laws, there is great variation, with resultant inequities, regarding part-time faculty rehiring, work assignments, bumping, inclusion in and compensation for participation in departmental meetings, committees and activities, and departmental and division membership and voting privileges. Furthermore, there also is a lack of consistency in the implementation of existing policies and procedures affecting part-time faculty. The Faculty Senate has prepared a document, "Recommended Practices for Scheduling Part-time Instructors," to alleviate some of these problems. (document: 7.D.1.2, Recommended Practices For Scheduling Part-time Instructors) In addition, a document comparing department bylaws which addresses these and other relevant issues of equity is being developed in order to gain more consistency among academic departments.

Plans:

- The district and the employee unions should review all aspects of current hiring policies and procedures of employees, administration, faculty, and classified staff, both full-time and part-time, in an effort to make these policies and procedures more equitable and expedient.
- The district should implement a reclassification study to bring classified job descriptions up to date, a process that should include representatives of the classified employees' union.
- The college, utilizing existing shared governance bodies, should sponsor a series of open forums during the 2001-02 academic year that will perform the following functions: (1) discuss and resolve the future status of division chairs (2) discuss and develop ways to distribute the non-instructional workload more equitably among both full-time faculty and full-time classified staff and (3) discuss and develop strategies to integrate part-time instructors into the activities and functions of divisions and departments and maximize the availability of part-time faculty to students.

*7.D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with its institutional mission.*

Description:
Each fiscal year, the Human Resources and Organizational Development Department prepares an employee data report, which includes comparison charts of demographic data. The report is sent to the State Chancellor's Office.

In addition, the Office of Affirmative Action uses the data from the employee data report to evaluate which groups are under-represented in employee groups based on presumed availability of under-represented candidates in the job pool. Additionally, the Affirmative Action Officer monitors the hiring process, working with faculty to make sure that each applicant pool meets its diversity goals, and to ensure that the hiring process is consistent with state and federal regulations. In keeping with its responsibilities under California law and to support its commitment to equal employment opportunity, the district developed an updated Affirmative Action Plan in fall 2000. (document: 7.D.2.1, Affirmative Action Plan)

Because part of the college's philosophy is to "seek and support . . . a highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective," (document: 7.A.1.2, college catalog, philosophy statement, p. 9) the Contra Costa Community College District and DVC work actively toward achieving full and equitable representation of racial and ethnic minorities, women, those with disabilities, and other currently under-represented groups within administration, faculty, and classified staff. In October 2000, the Governing Board affirmed its commitment to diversity in the staffing of the district's three colleges by approving a new Affirmative Action Plan (document: 7.D.2.1, Affirmative Action Plan) and a Nondiscrimination and Affirmative Action Policy. (document: 7.D.2.2, board policy 2001: nondiscrimination and affirmative action policy) Faculty, classified staff, and management representatives from DVC serve with their counterparts from the other two district colleges on the district Affirmative Action Committee. This committee, along with the district Vice Chancellor of Human Resources and Organizational Development, is responsible for planning, organizing, and administering the equal opportunity and affirmative action program for the district. At DVC, the Dean of Student Services is designated as the Affirmative Action Officer, chairs the campus Affirmative Action Committee, and has the responsibility for developing and implementing the campus affirmative action plan.

Analysis:
As the 2000 Affirmative Action Plan indicates, the campus community acknowledges the importance and value of diversity among its faculty, administrators, and classified staff, and the 2001 self study survey suggests that most respondents were satisfied with both the goal and implementation of affirmative action policies. Almost three-quarters (73.5 percent) of the respondents on the self study survey agree that the college's policies and practices reflect "an appropriate understanding of and concern for issues of diversity." (document: 7.A.1.4, Self Study Survey, item 12)

Since the last accreditation self study, a concerted effort has been made in the selection of new full-time faculty in order to increase the number of diverse faculty and staff, but gains have been modest. The college has been successful in some disciplines and less successful in others. Among administrators, the Dean of Instruction, Dean of Students, Assistant Dean of Students, and Business Director are all from under-represented, minority groups. Also, while the number of under-represented faculty has increased significantly, the demographics of the Diablo Valley College student body have been changing even more rapidly: ethnically diverse students comprised 21 percent of the student body in 1990 (with 2.2 percent "other" or unknown) compared to 34 percent in the fall 2000 (with 10.6 percent "other" or unknown). In the same time period, the ethnic diversity of full-time faculty has changed from 17.4 percent to 23 percent non-white. As a result, the Strategic Plan Report of February 2001 concludes, "the gap between the diversity of the faculty and that of the students is actually widening." (document: 7.C.1.2, DVC Strategic Plan Progress Report) The greatest discrepancy is among Asian and Pacific Islanders who in 2000 comprised 17.9 percent of the student body but 7.5 percent of faculty. (documents: 7.A.3.2, Fact Book, DVC Enrollment by Ethnicity, table 2.4.1 and 7.D.2.3, Ethnic Distribution of DVC Faculty and Students)

There are a number of specific concerns about achieving the goals of the Affirmative Action Plan. Some respondents feel that the college has not made sufficiently serious efforts to diversify the faculty, classified staff, or administration. This criticism is most forcibly articulated by the Multicultural Diversity Committee, reorganized in spring 1997. Committee members also believe that the diversity data used to establish hiring goals is inadequate and outdated. Many faculty are concerned that the new district Affirmative Action Plan, while spelling out the duties of administrators, fails to specify the role of faculty in carrying out the plan. (document: 7.D.2.4, faculty senate minutes)

Unfortunately, according to the Office of Planning and Research, gathering precise statistics about the diversity of the staff at DVC has become rather difficult. The district Human Resources Department has not done a good job of gathering and disseminating statistics relating to employment and diversity at the college. Accurate data regarding the diversity of the faculty and particularly the classified staff remains particularly difficult to obtain.

A faculty intern program designed to attract diverse potential candidates to DVC was implemented after the last accreditation site visit; however, the results of this program have been disappointing. It does not appear that the college has succeeded in significantly increasing the diversity of its part-time faculty during the last six years.

Plans:

- The Office of Planning, Research and Student Outcomes, with the appropriate assistance of the district office, should obtain and publish the demographic status of all college employees, category by category, department by department, and make it part of the Institutional Effectiveness Fact Book.
- In an effort to more fully diversify the part-time faculty and, indirectly, the full-time faculty, the Affirmative Action Office and appropriate faculty should work together to re-establish the faculty intern program.

*7.D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.*

Description:
Working conditions for both faculty and classified staff are negotiated through collective bargaining. Most personnel policies and procedures affecting faculty are contained in the United Faculty Contract and the Faculty Handbook. The latter is currently under review by the Faculty Senate, which will distribute a third edition during the 2001-02 academic year. Both this agreement and the Faculty Handbook are provided to each faculty member. For information or clarification of personnel policies or their application, faculty may contact their immediate supervisor, make inquiries to Human Resources Department or other pertinent administrative departments, or review the District-United Faculty Agreement. (document: 7.C.1.5, UF Contract, also 7.D.3.1, Faculty Handbook)

Most of the district's classified staff personnel policies and procedures are negotiated through the collective bargaining process and are found in the CCCCD-Classified Union contract. (document: 7.B.1.2, Agreement Between CCCCD and Local 1) These policies, rules, regulations, and agreements provide a clear set of guidelines for the fair and impartial treatment of classified employees. Personnel policies affecting classified staff are available for information and review in the human resources office. Employees who wish to review a policy or its application may contact their immediate supervisor for information, contact the classified unit of the Human Resources Department, or refer to the CCCCD-Classified Union Agreement.

Management employees are not, and cannot be, represented by a bargaining unit. Personnel policies and procedures that have an impact on managers are reviewed by the district Management Council which makes recommendations to the Chancellor's Cabinet and the Governing Board. Management employees wishing to review these policies and procedures may contact the district Human Resources Department.

The Human Resources Departments at the district and the college are responsible for the development and implementation of all personnel policies and procedures. Once developed, the policy or procedure is forwarded to the

Chancellor's Cabinet for review. Following the Cabinet's review, the policy or procedure is then forwarded for review and input by the district Governance Council, whose membership includes management, faculty, and classified staff from all three colleges and the district office, as well as student representation. Once the district Governance Council has reviewed the policy or procedure, it is forwarded to the Governing Board for approval.

Analysis:
Personnel policies and procedures affecting managers, contract faculty, and classified staff members are generally clear and equitable, and available for review.

Through the collective bargaining process, the district and United Faculty representatives meet at clearly defined intervals in an attempt to find common ground regarding policies that affect faculty salary and working conditions. Through this process, district and faculty representatives have been effective in recent years in coming to satisfactory agreements in many areas, as well as in eliminating many existing ambiguities in the CCCCD-United Faculty Contract. Following particularly contentious negotiations a year ago, both the faculty representatives and the college administrators have created a more positive negotiation atmosphere that has recently led to more productive negotiations. However, the handling of faculty complaints and administrative disciplinary actions involving faculty has, in a few cases, proven to be a lengthy process at the informal level.

The hiring policy, in particular, has led to the hiring of knowledgeable and effective faculty members. However, a hiring timeline, implemented to expedite the hiring process, has not been followed very judiciously and this has resulted in delays and the eventual loss of candidates to other institutions. Altogether the average hiring process takes about nine or ten months. Additionally, some part-time instructors are concerned about the perception that preference is given by the President to outside candidates in recent hiring procedures; the President indicated that there is no such preference and that the hiring process is very fair in this regard. As stated previously earlier in this report, a recent analysis indicates that of the fifteen most recent job openings with both internal and external candidates, twelve (80 percent) were filled by internal candidates. (documents: 7.D.3.2, part-time faculty survey and 7.D.1.1, classified hiring data)

Another concern regarding personnel policies raised by faculty and classified staff relates to the recent increase in administrative positions at the district office and the effect that these hires might have on current working conditions at the college. Greater centralization may indeed make the hiring process more efficient, but the feared erosion of local decision-making could well have an adverse impact on morale and thus on employee performance.

On occasion, however, policies and procedures need to be amended to reflect the current human resources practices. When this is necessary, appropriate staff members are not always involved in providing input to the process. One problem is that district-wide human resources meetings rarely take place. After the last accreditation site visit in 1996, the district established monthly district-wide meetings between the college and district human resources staff which helped to ensure that established policies and procedures were being followed at the college. Unfortunately, these meetings were discontinued. The Proposed Restructuring of Human Resources, published in October 2000, indicates that there is a desire to "work closely with the colleges in a joint use of the college-based human resources assistants. . . . Human Resources would work closely with the colleges to insure the elimination of conflicts and inconsistent delivery of services, district policy, and implementation of laws and regulations between the campuses and the district office." (document: 7.A.3.4, Proposed Restructuring of Human Resources, pp. 9 –10)

Plan:

- In support of the proposed restructuring efforts, the college should encourage the district Human Resources Department to reestablish monthly meetings of the district and college human resources staffs in an effort to improve communication and coordinate human resource policies.

*7.D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.*

Description:
Personnel records of public employees and any other personal information concerning public employees are held subject to the employee's right to privacy under the California Constitution, Article 1, Section 1, and should not be disclosed to third parties without the employee's informed express consent, absent a compelling interest justifying such disclosure. District personnel procedures clearly state the policy regarding the release of information. (document: 7.D.4.1, district personnel procedure, 4004.00) District procedures also clearly state the district's position regarding the releasing of information about current or former employees to prospective employers. (document: district personnel procedure 4004.01) The intent of this procedure is to ensure that prospective employers of present or former employees of the district are provided with truthful and accurate information in response to official inquiries for references by persons having a bona fide need to know the information. Confidential information related to any district employee is released only with the written consent of the employee in response to a subpoena or other legal cause.

Analysis:
The current system for developing, maintaining, and communicating personnel policies and procedures is highly regarded. Grievance procedures and the

conciliation process are outlined in all the bargaining agreements and are thought to be effective.

Plan:

- None

## STANDARD SEVEN DOCUMENTS

| | |
|---|---|
| 7.A.1.1 | Strategic Plan, July 1999 |
| 7.A.1.2 | Diablo Valley College Catalog, 2001-02 |
| 7.A.1.3 | DVC Authors: A Bibliography |
| 7.A.1.4 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 7.A.1.5 | Proportion of Classes Taught by Full-time and Part-time Faculty and DVC, Fall 2000 Faculty Analysis |
| 7.A.1.6 | DVC Grade Distribution, Fall 1999 and Spring 2000 |
| 7.A.1.7 | Open Classified Positions, December 2000 |
| 7.A.1.8 | 2001 Revised Calculations Per Business Procedure 18.03 |
| 7.A.1.9 | Administrative Organization, Memo from Mark Edelstein, September 14, 2001 |
| 7.A.1.10 | Faculty Senate President's Response, September 17, 2001 |
| 7.A.2.1 | Minimum Qualifications for Faculty and Administrators in California Community Colleges |
| 7.A.2.2 | Sample Job Announcement Brochures: Counseling, English, and History |
| 7.A.2.3 | Contra Costa Community College District Uniform Employment Selection Guide, February 1991 |
| 7.A.2.4 | Management Personnel Manual 6.0-6.8.2.3 |
| 7.A.2.5 | Diablo Valley College Organizational Chart |
| 7.A.3.1 | American College Testing (ACT) Student Opinion Survey, Fall 2000 |
| 7.A.3.2 | Institutional Effectiveness Fact Book, 2001 |
| 7.A.3.3 | Dr. Mark Edelstein "Presentation on Transfer and Articulation to Little Hoover Commission" DVC Forum, April 1999 |
| 7.A.3.4 | Proposed Restructuring of Human Resources, October 2000 |

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|---|---|
| 7.A.4.1 | Evaluation of Foreign Degrees, May 2000 |
| 7.A.4.2 | Equivalency Policy and Process, June 1991 |
| 7.B.1.1 | Faculty Evaluation Guidelines, July 1994 |
| 7.B.1.2 | Agreement for the Period of July 1, 1998 Through June 30, 2001 Between the Contra Costa Community College District and Public Employees Union, Local No.1 |
| 7.B.1.3 | Personnel Procedure 4006.00, Evaluation of Confidential and Supervisory Employees |
| 7.B.3.1 | Student Evaluation of Teaching Faculty |
| 7.B.3.2 | DVC Committees: Task Forces, Advisory Committees, Work Teams, 2001-02 |
| 7.C.1.1 | DVC Staff Development Program Concept Paper, December 10, 1998 |
| 7.C.1.2 | Strategic Plan Progress Report, February 15, 2001 |
| 7.C.1.3 | NEXUS Concept Paper, February 16, 1999 |
| 7.C.1.4 | NEXUS Schedule, 2000-01 |
| 7.C.1.5 | United Faculty Contract: 2000-01, 2001-02, 2002-03 |
| 7.C.1.6 | Classified Staff Handbook |
| 7.C.1.7 | Sample of Faculty Response to NEXUS Survey,1999-00 and 2000-01 |
| 7.C.1.8 | Application Abstract: Supporting Community College Faculty Education for Student Success |
| 7.C.2.1 | District Flexible Guidelines |
| 7.C.2.2 | Staff Development Needs Assessment Survey and DVC Staff Development Program Annual Report, 1999-00 |
| 7.D.1.1 | Classified Hiring Data |
| 7.D.1.2 | Recommended Practices for Scheduling Part-time Instructors, Memo from Faculty Senate President, October 17, 2001 |

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|---|---|
| 7.D.2.1 | Affirmative Action Plan, October 2000 |
| 7.D.2.2 | Board Policy 2001 Nondiscrimination and Affirmative Action Policy |
| 7.D.2.3 | Ethnic Distribution of DVC Faculty and Students |
| 7.D.2.4 | Faculty Senate Minutes, October 10, 2000 |
| 7.D.3.1 | Faculty Handbook |
| 7.D.3.2 | Part-time Faculty Survey, 1999 |
| 7.D.4.1 | Personnel Procedure 4004.00 Disclosure of Employee Records and Information |
| 7.D.4.2 | Personnel Procedure 4004.01 Information Requests About Current/Former Employees |

# EXECUTIVE SUMMARY

The purpose of Santa Fe Community College's (SFCC's) *Institutional Accountability Report 2000* is to provide college planners and assessment specialists with the most recent set of accountability measures published by the Division of Community Colleges (DCC). Data for the annual state accountability measures are extracted from the 28 community colleges' Student Data Bases which are submitted to the DCC on a term-by-term basis.

The individual college and system-wide accountability data and goals presented in this report are based on five outcome measures. These measures and goals are used by the college as a benchmark for measuring SFCC's performance in attaining its goals in comparison to the other colleges within the Florida state system. The data contained within each of the performance standards are useful for college planning and assessment units as part of their institutional effectiveness processes. The first three accountability measures are also published in the Measures of Success section of Santa Fe Community College *Fact Book 2000-2001.*

Following this Executive Summary, the first section of the *Institutional Accountability Report 2000* the Summary of Accountability Measures Data Types defines and describes how each state accountability outcome measure looks at enrollment, retention, success, placement, licensure pass rates and academic success. Planners and researchers are encouraged to use these accountability performance data to assess programs, outcomes, and objectives.

The next section of the report presents the *Santa Fe Community College/System Wide Comparative Summary*. This summation of the state data defines each measure and reports on SFCC's performance over the past five years in relation to its individual college and to the system goals. These data indicate that SFCC has had good success in meeting most of its accountability goals.

The Historical Review of Accountability in Postsecondary Education provides the user with a research vignette that discusses and defines accountability in education and how it has evolved as the major assessment tool within the Florida community college system.

The Historical Review is followed by the October 2000 District Board of Trustees

accountability presentation in which district Board members were briefed on the college's accountability performance. Presented in a slide format, the presentation indicates that the college is doing exceptionally well in achieving its individual accountability goals and the community college system-wide goals.

During the past year, the college revised its strategic planning process resulting in the publication of *Strategic Plan 2000* which is presented in the next section entitled "Accountability and Institutional Effectiveness." This section describes how the SFCC College Planning Council has redirected its Institutional Effectiveness process incorporating college-level strategic planning with a five-step model for unit planning and assessment. The revised planning process, introduced in the *Santa Fe Community College Institutional Effectiveness Manual* (October 2000) is currently being used by college planning units as a guide for assessment and planning. This section is followed by a Glossary of terminology, from the DCC website and other sources, which are helpful in understanding and interpreting the information present in the reports.

A complete collection of the detailed state accountability data is provided in the appendix of this report. This report complete with appendix and other historical accountability data are available in the Institutional Research and Planning Library.

In conclusion, this report presents data documenting some of the many ways the college is held accountable for delivering educational services in innovative, effective, and caring ways. In addition, the accountability report affirms the success that the college presently enjoys in delivering these educational services while affirming the college's commitment to deliver these services even more successfully in the future.

# Summary of Accountability Measures
# Data Types

The Summary of Accountability Measures lists the types of data available in the Accountability Measures provided by the DCC. Published annually since 1994, the measures offer a rich source of historical information collected from the community college Student Data Base. The description of these measures are presented to familiarize the researcher, seeking current and longitudinal accountability trends, of the types of information available in the actual report which appears in following sections.

## Accountability Measure 1 Part 1
## District High School Enrollment Report

This measure presents, by college, the number and percentage of 1996-97 in-district public high school graduates who enrolled in the community college of their service district. Data are presented by degree seeking, non-degree seeking, and total within ethnicity. The ethnic categories presented are:

White non-Hispanic
Black non-Hispanic
Hispanic
Asian/Pacific Islander
American Indian or Alaskan Native
Other and
Total

## Accountability Measure 1 Part 2
## Retention and Success Rate Report

This measure tracks the status of Fall 1995, first-time-in-college (FTIC) A.A. and A.S. degree, and PSVC certificate seeking students. A.A. and A.S cohorts must have taken an entry level test and achieved at least 18 total hours during the tracking period of Fall 1995 through Winter/Spring 1998-99. The PSVC cohort must have taken an entry level test and achieved at least 9 total hours during the tracking period of Fall 1995 through Summer 1997-98. The data matrices present, by ethnicity within college, the number and percent of students' status by full-time/part-time and total status as listed below:

Students Graduating
Enrolled in Good Standing
Enrolled not in Good Standing
Left in Good Standing
Retention Rate and
Success Rate

## Accountability Measure 2
## A.A. Degree Transfer Performance in the SUS

This measure presents the performance of 1997-98 A.A. community college graduates, by college, within each of the state universities. The data matrices list community college students' GPA performance by the following categories:

Below 2.0,
between 2.0 and 2.5,
above 2.5,
above 3.0 and by
Mean GPA

The GPA data are presented for:

College Preparatory
Non-Preparatory
Preparatory and Non-Preparatory students combined
Ethnicity within University by Community College

## Accountability Measure 3 Part 1
## Licensure Passing Rate Report

This measure depicts the 1997-98 passing rates for vocational programs requiring licensure examinations. Data are presented for local programs and by system-wide program rates combined. The data list:

Program CIP Code
Program Title
Number of Students Tested
Number of Students Passed and
Percent of Test Takers Passing

The number tested, provided by the Bureau of Professional Regulations, are based on criteria which are not standard among the individual programs requiring testing. Therefore, individual colleges submit test results based on local level program data which more accurately reflect actual passing rates. SFCC supplemental data are reflected in the Comparative Summary Chart. SFCC's individual program results in the detail reports are included in a separate chart submitted to the DCC.

## Accountability Measure 3 Part 2
## Vocational Program Placement Report

This measure lists individual vocational program placement rates (the percent of students employed in their field of training) for SFCC and for individual programs system-wide. The data are presented for 1996-97students identified in the Student Data Base as program completers or program leavers and located through the FETPIP follow-up process. Results are shown by:

CIP Code,
Program Title,
Number in Placement Pool,*
Number Placed and
Percent Placed.**

* The Placement Pool is comprised only of students located by FETPIP.

** The placement data supplied FETPIP reflects only those completers and leavers that were found to be employed in their field of training. The DCC definition for placement includes students continuing their education and in the military. Therefore, colleges are allowed to submit local level supplemental placements which reflect students continuing their education and in the military. SFCC's supplemental program placement results (which are found in the detail reports) are listed on a separate chart submitted to the DCC.

## Accountability Measure 4 Part 1
## College Prep Retention & Success Rate Report

This measure indicates the pass rates for Fall term 1996-97 degree seeking FTIC students needing remediation in reading, writing and/or math to perform college level course work. The data presented by ethnicity within the community college are:

Number of FTIC Degree Seeking Students Taking an Entry Level Test (ELT),
Number and Percent who Failed the ELT,
Number ELT Takers who Failed by Type (Reading/Writing/Math).

Further detail of the data presents pass rates for Reading, Writing and Math. The detail lists:

Number taking the ELT,
Number passing the highest level ELT, and
Percent passing the highest level ELT.

System wide pass rates are presented for each ethnic category.

## Accountability Measure 4 Part 2
## College Prep Retention & Success Rate Report

This measure tracks the retention and success rates of Fall 1995, first-time-in-college (FTIC) A.A. and A.S. degree, and PSVC certificate seeking students. A.A. and A.S cohorts must have taken an entry level test and achieved at least 18 total hours during the tracking period of Fall 1995 through Winter/Spring 1998-99. The PSVC cohort must have taken an entry level test and achieved at least 9 total hours during the tracking period of Fall 1995 through Summer 1997-98. The data matrices present, by ethnicity within college and systemwide, the number and percent of students by Full-Time/Part-Time and total status as listed below:

Students Graduating
Enrolled in Good Standing
Enrolled not in Good Standing
Left in Good Standing
Retention Rate and
Success Rate

Retention is defined as the sum of the number of cohort students who either graduated, are enrolled in good standing, or enrolled not in good standing, divided by the total cohort.

Success is defined as the sum of the number of cohort students who graduated, enrolled in good standing, or left in good standing, divided by the total cohort.

## Accountability Measure 5 - CLAST Performance Report

The measure presents the number and percent of students who attempted and passed the Essay, Math, Reading, and Language subsets, or all subsets combined, of the CLAST Examination. The cohort is comprised of students from 1997-98, with 60 or more credits at a particular community college (excluding College Prep courses). The data matrices are presented by:

Ethnicity within the Community College and Systemwide
Prep Students, Non-Prep Students and Total Students who Attempted and Passed each or all subsets of the CLAST Examination

Institutionally determined alternatives to CLAST are also counted as a "pass."

## **STANDARD EIGHT:** PHYSICAL RESOURCES

*The institution has sufficient and appropriate physical resources to support its purposes and goals.*

Co-chairs:

| | |
|---|---|
| Cam Perotta | Administrator, Custodial Manager |
| Cheryl Summers | Classified, Office of the President |

Committee:

| | |
|---|---|
| Tom Chatagnier | Faculty, Electronics |
| Chuck Cottril | Division Chair, Biological Sciences and Health Sciences |
| Paul Nilsen | Administrator, Assessment and Career Services |
| Terry Shoaff | Administrator, Dean of Economic Development and Instructional Services |
| Paul Smith | Classified, Buildings and Grounds |
| Margaret Stark | Classified, Business Services |
| Joan Symonds | Faculty, Social Science |
| Lori Vickers | Classified, Central Services |

# STANDARD EIGHT:
# PHYSICAL RESOURCES

*8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.*

Description:
Diablo Valley College's primary goal for physical resources is to provide a quality instructional environment that supports the learning process. The main campus in Pleasant Hill consists of 110 acres and 47 buildings with 652,965 gross square feet. There is a total of 483,567 assigned square feet with approximately 80,000 square feet for classrooms, 129,000 square feet for laboratories, and 177,000 assigned square feet for assemblies (library, conferences, office space, etc.). As reported in the Contra Costa Community College District (CCCCD) Room Use Detail Report, this space is divided in this way:

- 42.5 percent: classrooms, labs, individual study labs
- 13.8 percent: office and conference rooms
- 8.4 percent: reading and study areas, stacks
- 13.8 percent: athletics, physical education, audio-visual, TV demonstration, greenhouse, other
- 13 percent: assembly, food facilities, lounge, other
- 7.1 percent: data processing, shop and storage areas

(documents: 8.1.1, CCCCD Room Use Summary Report 17 and 8.1.2, State Chancellor's Office, California Community Colleges, Space Inventory Handbook)

In 1999, the San Ramon Valley Center (SRVC, formerly the Center for Higher Education) was granted official *center* status by the State Community Colleges Chancellor's Office and the California Post-Secondary Education Commission. (document: 8.1.3, center status documents) SRVC is Diablo Valley College's largest off-campus site with over 27,000 square feet of rented space, serving approximately a 4,500 student headcount at its current location in San Ramon. It includes twelve lecture rooms, four computer rooms, one art lab, one science lab, and one physical education classroom. SRVC also has a student lounge, a small library, and a staff development center.

The college continues to work with the developers of the Dougherty Valley project to develop a new center facility, which will be fully integrated into the town center of a 11,000 home planned community. The first phase of center facilities, which should be ready by late 2005, is expected to double the size of the currently leased space at SRVC. An initial agreement for the development of a joint-use library has also been developed with the Contra Costa County Library system and the City of San Ramon and will be built with the cooperation of three public agencies. The cooperation of the three public agencies to build the library is an excellent opportunity to maximize resources and programs for future

Dougherty Valley and San Ramon residents. (document: 8.1.4, San Ramon Joint-Use Library Agreement)

In addition to the main campus and the San Ramon Valley Center, in order to offer classes in multiple locations, the college rents facilities at several off-campus locations. Currently, DVC offers seventeen courses at the Contra Costa Campus of Hayward State University and another thirty-nine courses at local high schools or other off-campus locations. (document: 8.1.5, DVC spring 2001 Schedule of Courses) Through the Economic Development Office, contract courses are offered at sites throughout Contra Costa County, and the college is now exploring the possibility of moving some credit workforce development programs off campus as well. (document: 8.1.6, fall 2001 Regional Training Alliance Brochure) Approval was granted at the August 2001 Governing Board meeting to lease the former John F. Kennedy University facilities in Walnut Creek for the district-wide Regional Training Alliance Center. DVC will share the facility with the Training Alliance and began to offer credit classes at this off-site location in fall 2001. In addition, an off-campus location was selected at Alhambra High School in Martinez to offer classes, and the Alhambra Center has the potential to grow significantly over the next few years.

In 1995, in order to better serve the needs of many programs, the annual facility master plan submitted to the state proposed an ambitious growth plan for facilities at the college. The results of this effort and successful receipt of funding have recently come to fruition with the completion of the new Mathematics Building in spring 1999, the Physical Science Building in spring 2001, the library remodeling project and addition in fall 2001, the beginning of construction of the Business and Foreign Language Building in January 2001, and the Music Building remodel and addition. (document: 8.1.8, CCCCD 1995-00 Five Year Construction Plan, 1995-99, 2003-4, 2007-8, 1995 Annual Master Plan) The new library includes the following: an audio-visual repair room, graphics work room, reference reading room, library instruction lab, and a library instruction classroom. The center courtyard of the Music Building has been remodeled to include a multipurpose electronic laboratory. Additional practice room space has also been added to the Music Building.

In 1990 the Associated Students of DVC voted to assess themselves a fee every year to construct a new Student Union on campus. With additional funding from the Margaret Lesher Foundation, the Student Union was opened in 1997 and continues to serve the needs of our increasing student population. State funds are not allocated for student centers.

The number of parking spaces for DVC's large student body and staff continues to be a concern, just as it was in the last self study in 1996. On the main campus, parking spaces are allocated as follows: 3,189 student, 560 faculty-staff, 55 disabled, 22 metered, and 102 motorcycle spaces. In fall 2001, a designated

carpool lot of 100 spaces was established to reduce the number of vehicles on campus. Usage by students and staff continued to increase during the semester.

An Alternate Commute Information Kiosk has been established in the Student Union where information about BART and county bus schedules can be found. Faculty, staff, and students are encouraged to use these transportation services. Creating a more flexible schedule for course offerings and increasing off-site instruction will also help alleviate the parking problem on campus. The college will continue to seek revenues to building a multilevel parking garage as state funding is not available for these structures.

Distance Learning

The Dean of Information Technology and Services and the DVC Technology Committee are responsible for the continued assessment of additional technology and space needs as distance learning opportunities are expanded. The reliability of the college's web servers is based on redundant power supplies, UPS backup power, and mirrored hard drives. The web servers are backed up daily by tape drives. The tapes are rotated regularly, and one copy is kept off campus. The web servers do not collect private information. The web servers and network have passed a security checklist and are routinely monitored.

Analysis:

Diablo Valley College has a long and successful history of participatory planning for its campus and satellite locations and has been relatively successful in building and remodeling buildings in order to continue to serve the needs of its students. The remodeled Library and Music Building and the new Mathematics and Physical Sciences Buildings demonstrate the college's commitment to providing appropriate facilities for learning. However, during most daytime hours, except Sundays, all classrooms are used and extremely full; college facilities appear to be at their full capacity.

Members of the 1996 accreditation visiting team recommended that the institution needed to explore alternative means of course delivery to address congested classrooms and reach underserved students. The update of the DVC Strategic Plan also identified the need to expand the accessibility of instructional programs and services by establishing more off-campus sites. (document: 8.1.9, Update On DVC Strategic Plan) In response, for the past several years, the college has been expanding its offerings at off-campus sites including local high schools, businesses, CSU Hayward, and the new Alhambra Center. Online classes were initiated in 1997 and increases in these offerings will continue to ease the use of campus facilities.

The accreditation self study survey revealed concerns about the facilities. With an overall rating of 2.22 (on a four-point scale), the statement that "space is adequate to meet my department's institutional function" received the ninth lowest rating on the entire survey (out of 120 items); 75 percent of the managers,

55 percent of the faculty, and 51 percent of the classified staff disagreed or strongly disagreed with the statement, indicating how serious this concern is. (document: 8.1.10, Analysis of Accreditation Self Study Survey, item 61) Even with the new facilities, the college still is experiencing a shortage of classroom space.

The campus community continues to express concern about the need to increase available parking on campus. Prior to spring 2001, several parking lots were re-striped to create new parking spaces. Unfortunately, the college has not been successful in obtaining agreements with nearby businesses for the use of their parking lots.

In the spring 2001, the Bay Area Air Quality Management District, formerly Transpac, conducted a study of the need for designated carpool parking spaces. In fall 2001, the college opened a 100-space carpool parking lot in response to this problem.

Plans:

- The administration should continue to work with local public schools, other public entities, and private facilities to allow DVC to offer classes in more off-campus facilities.
- The district and college should continue to seek funding for building a multi-level parking complex.
- The college administration and Associated Students of DVC should work to develop alternative options to encourage students and staff to carpool and use public transportation to get to campus.

*8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.*

Description:
The Vice Chancellor of Facilities and Operations is responsible for planning and budgeting for major maintenance, utilities, facilities maintenance, and operations at all three district colleges and SRVC. The building and grounds manager at each college is responsible for the implementation of plans and administration of their respective budgets on a day-to-day basis. Routine maintenance projects and preventative maintenance are scheduled on a regular basis as the annual operational budget allows.

The objective of the district's maintenance program is to provide for the health and safety of those using the properties, the protection of facilities, and the continued use of facilities. Major or deferred-maintenance projects in such areas as heating, air conditioning, roofs, plumbing, floors, painting, parking lots, roadways, or any project in excess of $20,000 are budgeted and scheduled by the Vice Chancellor of Facilities and Operations in consultation with the

Chancellor and college presidents, and follow established procedures. (document: 8.2.1, business procedure 5.01, Deferred Maintenance Program) Both the college and the district have been able to allocate some additional resources in 2000 to allow improvements to a limited number of classrooms, restrooms, and other facilities. The college's contribution will be approximately $700,000 from its carryover funds. College minor facility projects in the 2000-01 budget plan include classroom improvements, hot water in restrooms, campus exterior lighting, architectural barrier removal, and a campus signage plan. (document: 8.2.2, DVC Minor Facilities Projects.)

The buildings and grounds manager, with a maintenance staff of seventeen employees, reports to the Vice Chancellor of Facilities and Operations, and also has a functional reporting relationship to the college President and DVC's Director of Business Services. The district also has a facilities and drafting technician position and construction specialist who provide assistance to the department on an as-needed basis.

The custodial services department consists of a custodial manager, four lead custodians, and twenty-one full-time night custodial II positions. In addition to the evening custodial positions, one full-time day custodial II position reports directly to the central services manager. The custodial manager reports to the campus Director of Business Services.

Allocations for custodial positions are based on a facility square feet formula. Contra Costa Community College District business procedures allow for one full-time equivalent custodian II per 21,000 square feet of building space. Since the last accreditation, the college has added approximately 85,000 square feet to campus facilities, including the Margaret Lesher Student Union, Mathematics Building, and Physical Science Building. (document: 8.2.3, CCCCD business procedure 18.03, and 8.2.3, Guidelines For Classified Staffing) DVC has received two additional custodial positions because of the new mathematics and student union buildings. With the completion of the new Physical Science Building in spring 2001, an additional two custodial positions were allocated to DVC. When the Business Education and Foreign Language Building is completed in spring 2002, the college will receive authorization for another custodial position.

Distance Learning

Currently, the network for distance learning is backed up by a UPS battery backup system.

Analysis:

The campus celebrated its 50th Anniversary in 2000. Many of the forty-seven buildings are thirty to forty years old and, as a result of decreased and inadequate funding, now require major renovation or significant deferred maintenance. The maintenance staff can provide only minimal maintenance.

Heating, ventilation, and air condition (HVAC) systems are a serious problem, just as they were in the previous self study in 1996. (document: 8.2.4, DVC Accreditation Self Study, 1996) Plumbing is in a state of disrepair; the condition of the campus restrooms caused numerous negative comments on the self study survey. Roofs leak and many floors are in need of new covering. Facility repair, renovation, and maintenance have been major concerns identified by all campus groups for several years. The accreditation self study survey indicates that only twenty-nine percent agree that classrooms are well-maintained, and just fifty percent believe offices are well-maintained. (document: 8.1.10, Self Study Survey, item 62)

Without the funds to repair facilities and bring them up-to-date, it will be very difficult to support the essential programs and services of the college. The district and the college are continuing their efforts to find ways to fund needed maintenance projects as current budgets allow. However, in general, remodeling and renovation are not included in the routine maintenance budget, and there is no funding mechanism for remodeling projects. The amount of matching funds or local set-aside funding by the district determines how successful these efforts are, and thus funding is not reliable.

Poor planning has not caused these problems. Nor is it inattention by the appropriate leadership that has put us in this position. The maintenance staff and management have "squeezed" as much as possible out of our facilities budget; the college continues to seek new and innovative ways to keep the plant vital and functional. But additional funding is required.

The college also has major facilities needs, including $39M for scheduled maintenance, $37M for remodeling, renovation and construction, and $56M for the new San Ramon Valley Center campus. (document: 8.2.5, Facilities Plan, Measure K) To address all of these needs, the district attempted to pass a $236M bond measure in the November 2000 election, but unfortunately, it failed to meet the required two-thirds vote. Passage of the DVC Facilities Bond would have provided for upgrades for plumbing repairs, roof replacements, security lighting, heating, ventilation and air conditioning system rehabilitation, new technology, and restroom renovation. It is unlikely that these needs can be met without a successful bond measure, which the district is now considering for spring 2002. (document: 8.2.5, Facilities Plan, Measure K)

In the meantime, the college is encountering significant facilities needs as chronicled by the college-wide facility needs assessment completed in 1999. Needs identified include major maintenance projects (e.g. electrical, roof repair or replacement, interior and exterior painting, window repair or replacement, parking lot re-paving), along with primary construction projects (e.g. remodeling classrooms, new parking structure). (document: 8.2.5, DVC Facilities Needs Assessment, 1999) This information was utilized to identify major physical plant

needs and to compile the facilities bond needs statement.

Also, even with the additional custodial staff hired as a result of new facilities, there are still concerns about the insufficient custodial services for both day and evening students. The twenty-five member custodial staff works from 10:00 p.m. to 6:30 a.m. weeknights, cleaning facilities and preparing classrooms for the next day. Because of this, the college has only one full-time day custodian. With an enrollment of over 20,000 students and close to 1,000 employees, it is nearly impossible to maintain clean restrooms and other facilities from early morning through the evening classes. The day custodian is only able to respond to the most urgent custodial services and emergency needs during his workday.

Even though the accreditation self study survey indicates that sixty-six percent of the staff believe the grounds are well maintained, custodial and maintenance staff continue to report on significant difficulties they experience in keeping the campus clean and litter-free. (document: 8.1.10, Self Study Survey, item 62) The Associated Students has tried various means to encourage students and staff to participate in activities to keep the campus clean with very little success. Additional day custodians would have a significant impact on how the campus presents itself to its students, staff, and the community it serves.

Distance Learning

The current system of backing up the network with UPS batteries is considered inadequate to serve the needs of the college. A backup diesel-powered electrical generator would ensure that web access is available during scheduled or unscheduled power blackouts.

Plans:

- The district and the college should assess whether another facilities bond should be attempted in spring 2002.
- The college and the DVC Foundation Board should seek new revenues for outside funding for facilities.
- The Business Services Office will work with district Human Resources Department to address the need to change the formula for allocating custodial staff to the college.

*8.3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.*

Description:

The district Facilities and Operations Office oversees the planning and construction of all district facilities, and ensures that accessibility, safety, and security issues are addressed. The Buildings and Grounds Department manager reports to the Vice Chancellor of Facilities and Operations, and has a functional reporting relationship to the college President and Director of Business Services regarding facilities construction and maintenance as well as campus safety and

security. District policies related to long-term planning, remodeling, repair and the maintenance of facilities guide the decision-making process.

Through various district and college policies and procedures, the college strives to provide an accessible, safe, secure and a healthy environment at all site locations where courses, programs, and services are offered. The college funded the completion of the access signage project which allowed DVC to comply with the American with Disabilities Act (ADA). The Disabled Student Services Programs (DSPS) department purchased one additional wheelchair-accessible van to cover additional needs created during the construction of the Math and Business and Foreign Language Building. DSPS now has two vans to meet disabled student needs. Since the ADA transition plan in 1993, DSPS has added two units for the emergency evacuation of disabled students during a natural disaster or major emergencies. However, there is no formal emergency evacuation plan for disabled students, a concern that will be addressed in the college's general emergency procedures plan, which is currently being updated.

The Contra Costa Community College Police Services Department coordinates campus security and safety at the college. Although Police Services reports directly to the Vice Chancellor of Facilities and Operations, they have a functional reporting relationship with the college President and Director of Business Services, addressing the daily safety and security needs of the college. The Contra Costa Community College District Police Services staff are graduates of the California Peace Officers Standards Training Academy. Officers are authorized to enforce all regulations and laws on campus and in areas surrounding the campus community. They are trained to meet the same standards as their municipal counterparts, have full arrest powers, receive continuous training, and are proficient in first-aid and CPR. Police Services works with the college leadership in developing and providing training for management and staff on safety issues including workshops on bomb threats, dealing with disruptive or violent students, etc. District police work closely with neighboring police agencies and, where appropriate, coordinate activities and share information.

The CCCCD Police Services Department also enforces parking regulations at the San Ramon Valley Center. Coverage is provided by parking officers during the day, Monday – Thursday, and evenings, Monday – Friday. Police Services offers an escort service to the parking lots to faculty, staff, and students during the evening hours.

Hazardous waste removal is regulated by the state. The DVC Buildings and Grounds Manager is responsible for coordinating the removal of all hazardous materials. The college uses an outside consultant for this process who, along with the college, has "cradle to grave" responsibility for hazardous materials. This process requires the college to create disposal manifests and maintain them for thirty years. The quantity of hazardous waste that DVC generates precludes

utilization of the county household hazardous waste program and greatly increases the cost of disposing of hazardous materials. Senate Bill 198, the Illness and Injury Prevention Program, mandates that the college conduct employee health and safety training and disseminate information and procedures. A copy of this plan is maintained in the Buildings and Grounds Department.

The college continues to address seismic structural retrofitting on campus. A statewide community college study by the Division of State Architecture, identified DVC's need for seismic retrofitting of the Performing Arts Building (completed), the Humanities Building (funded, but not completed as of 2001), and the Technical Education Building. The state recommendation for the Tech Ed building was to raze the building and has approved $950,000 for this purpose. However, this project cannot be initiated until 2002-03 and depends upon the remodeling of the old Physical Science Building, and the relocation of the Dental Program, Assessment Center, and Career Center.

Safety and security at SRVC and other leased off-campus sites do not receive services from the CCCCD Police Services except in the enforcement of parking regulations at SRVC.

Distance Learning

The distance education course management software recommendations were approved through the Academic Senate's Distance Learning Advisory Task Force. The task force recommended that equipment used to serve distance education be given comparable consideration to equipment used in more traditional academic programs.

Analysis:

The college successfully completed its American Disabilities Act (ADA) Transition Plan in August of 1993. (document: 8.3.1, ADA Transition Plan) This report continues to be a valuable resource in determining improvements in campus access and allocation of local resources for architectural barrier removal. While state and federal monies for architectural barrier removal have been extremely scarce, commitments by the numerous campus groups have led to the resolution of minor access issues and complaints. In addition, because access issues have been addressed in the planning stages of projects, monies allocated for restroom remodeling, building remodeling, and new buildings have led to increased access to campus facilities by individuals with disabilities.

Even with this planning, there are still some concerns regarding how the college provides accommodations to those with disabilities. For example, what is perceived as the district's restrictive and cumbersome process sometimes discourages employees from requesting accommodations. Also, the procedure is not widely known. Maps of the campus do not indicate accessible entrances (if

different from the main entrance), nor do they indicate the location of parking places for mobility-impaired drivers.

However, while still not 100 percent accessible, DVC continues to be cognizant of and committed to increasing accessibility to individuals with disabilities.

Maintaining a healthy, safe, and secure campus environment continues to be a high priority of the college. The college's accident prevention committee, chaired by the Director of Business Services and comprised of faculty, staff, and students, meets regularly to discuss safety, security, and health issues. Recently the committee has been updating the college's Disaster Plan and Emergency Procedures; it is anticipated that the plan will be adopted college-wide during the spring 2002 semester. (document: 8.3.2, Draft–Disaster Plan and Emergency Procedures) A newly created classified staff position, Safety and Environmental Health Coordinator, will have the major responsibility for implementing and overseeing this plan.

In order to save money and avoid future safety and security problems, police and custodial services should be consulted during the design stage of new buildings, similar to the way the fire marshal is consulted now. If police services were asked to provide input on security systems, and custodial services to consult on issues of access and safety at the early design stage, it would help avoid costly modifications after the completion of a facility.

The district has policies and procedures related to safety and security including parking regulations. At the beginning of each semester, Police Services communicates these policies and procedures to faculty, staff, and students through various publications. (document: 8.3.3, Contra Costa Community College District Governing Board Policies and Procedures)

Annually, as prescribed by federal law, Police Services publishes and distributes a crime awareness report in an effort to inform students, faculty, and staff about crime and safety related issues. (document: 8.3.4, Contra Costa Community College District Police Services Crime Report) Some concern has been expressed about campus security in the evening. Survey results indicate only forty-four percent of the staff feel security and safety procedures are adequate for the college; women, in particular, indicate concerns about safety. (document: 8.1.10, Self Study Survey, item 66) Ironically, some services, like the evening escort service provided through the police services, are offered but are under-utilized and could be better publicized.

One ongoing maintenance concern expressed by Police Services and buildings and grounds staff is the continued deterioration of the parking lots. Although sixty-five percent of the staff indicated that parking lots were well maintained, there continues to be a need for additional maintenance funding. (document: 8.1.10, Self Study Survey, item 62) Parking lot maintenance and major repairs

are not funded by the state and must come from district funding. With two unsuccessful attempts at passing bond measures that would have provided additional funding for deferred maintenance projects, parking lot repairs must be performed on an as-needed basis when existing funds permit.

Plan:

- The college and district should review the need for additional staffing to provide increased security during the evening and to better publicize current services.

*8.4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.*

Description:
Several budget processes have been developed under the leadership of the Director of Business Services and various college-wide committees. These include processes for overseeing the selection, maintenance, inventory, and replacement of instructional equipment, non-instructional equipment, and specific projects. The DVC Planning Council also developed a process for the allocation of Partnership for Excellence (PFE) funds which in some instances have included the purchase of equipment for the college, including recent allocation for funds to replace faculty computers. (document: 8.4.1, various communications re: budget processes)

The Budget Review Committee continues to serve as the standing college-wide committee whose charge is to recommend priorities for special funding and to make other budget recommendations to the college President. The Budget Review Committee also examines and prioritizes requests for instructional equipment.

In addition, the Budget Oversight Committee, which includes representation from all college constituencies, meets as needed to make recommendations on major categories for the college budget and reports to the college President. The Budget Oversight Committee reports their prioritization of budget requests to the Director of Business Services and, as needed, to the DVC Leadership Council. The list is then forwarded to the college President and requests are funded in priority fashion until the funding is completely allocated.

During spring 2001, the Budget Oversight Committee developed a budget for one-time monies. The proposal included $400,000 in special equipment funding. The Budget Review Committee met in March and prioritized these requests. (document: 8.4.2, President's Communication for Special Equipment Requests, February 2001)

The district Purchasing Department maintains a district-wide equipment inventory list which is currently being updated with the district conversion to the Datatel computer system. (document: 8.4.3 Campus Equipment Inventory List, Building & Mechanical) Each academic division and organizational unit is currently updating information supplied by the district Purchasing Department. All items of equipment that exceed $1,000 are to be listed on the inventory that will be maintained at the district Purchasing Department. The manager of building and grounds maintains the inventory for the college's mechanical systems. (document: 8.4.3, Campus Equipment Inventory List, Building & Mechanical)

The district has also developed a process for allocating funds for replacement of computer laboratory equipment, largely using Telecommunications Technology Infrastructure Program (TTIP) funds. The Dean of Information Technology and Services maintains a database with an inventory for information technology items such as computers and network systems. Developing its own inventory of computers and network equipment allows the college to make the best decisions on selection and replacement of high tech equipment. Through the college budgeting process and the Technology 2000 Plan, the college was able to install sixty fixed classroom projection units plus additional mobile units.

The district Information Technology Services Department has the responsibility for maintaining information technology inventory for the district. The DVC Technology Master Plan, which should be completed by fall 2001, includes recommendations for selection and replacement policies. The Information Technology Committee monitors this master plan. (document: 8.4.4, Technology Replacement Policy)

In June 1998, DVC installed the new Mytel 2000 phone system. The $366,000 cost of this system was entirely funded by the California State Telecommunication Fund as part of their program to head off any Y2K operational problems.

Printing services for the college and the district are now provided through Central Services at DVC. Central Services' annual revenue totals approximately $300,000, and these revenues have allowed for the purchase of needed new printing equipment. Equipment is also obtained through leasing agreements which eliminate up-front costs and minimize maintenance costs.

Analysis:
Other than the recently approved Technology Replacement Plan, the college has no formal procedures to replace equipment on a regular basis. (document: 8.4.4, Technology Master Replacement Policy, December 2000) Divisions and organizational units currently apply through the annual college-wide budget review process for instructional and non-instructional equipment allocations.

Faculty and staff report that over the last few years the services provided by Central Services have greatly improved. The additional revenue of $300,000 from the district office and bookstore printing provides Central Services the funds to purchase or lease new equipment, thus freeing up their current operating budget for other department needs.

Plans:

- The college should develop a plan to upgrade and replace equipment not covered under the Technology Replacement Plan.
- Departments and divisions should maintain their own inventory lists in order to review and assess the need for replacement and additional equipment.

*8.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.*

Description:
Diablo Valley College's resource planning is an ongoing process that includes district and college committees as well as appropriate input from personnel in the offices most affected by these decisions. The Vice Chancellor of Facilities and Operations, in consultation and collaboration with the college, is responsible for the budgeting and planning of all major capital construction and deferred maintenance projects. The Governing Board approves the budget, and allocations are made to the college. College-wide committees involved in resource planning include the DVC Planning Council, Budget Review Committee, Budget Oversight Committee, and Facilities Committee. These committees include representatives from administration, faculty, staff, and students, and provide input for developing long-term and strategic facility plans. They utilize the college Strategic Plan as the basis of much of their decision-making process. (document: 8.1.9, Update on Strategic Plan) The DVC Planning Environment shows planning and implementation for various college processes. (document: 8.5.1, DVC Planning Environment)

Analysis:
Completion of current construction projects at Diablo Valley College will include all projects outlined in the 1995-00 Five Year Capital Construction Plan. (document: CCCCD 1995-00 Five Year Construction Plan) The recent failure to pass the facilities bond measures necessitates a return to the traditional and competitive process for future funding of capital projects. The district's projected capital construction plan is reviewed annually and decisions regarding reprioritizing items are made at this meeting. (document: 8.1.7, Facilities Report) All state facility projects are guided by enrollment numbers, utilization values (capacity load ratio), and the availability of funding. The Facilities Report, which was compiled to promote the bond measure, is an invaluable tool in projecting college maintenance and construction needs.

Plans:

- The Planning Council should respond annually to the physical resource planning and evaluation recommendations identified in the DVC Strategic Plan.
- The Enrollment Management Team should continue to update the Enrollment Management Plan to assist the college in physical resource planning and evaluation.

## STANDARD EIGHT DOCUMENTS

8.1.1 Contra Costa Community College District (CCCCD) Room Use Summary Report 17, October 2000

8.1.2 State Chancellor's Office, California Community Colleges, Space Inventory Handbook

8.1.3 Center Status Documents: CPEC Agenda, September 1999 and CCCCD Needs Study, 1998

8.1.4 Needs Assessment and Operational Planning for the San Ramon Joint-Use Library in Dougherty Valley, August 2000

8.1.5 Diablo Valley College Schedule of Courses

8.1.6 Fall 2001 Regional Training Alliance Brochure

8.1.7 Facilities Report, March 2000

8.1.8 CCCCD 1995-00 Five Year Construction Plan Years 1995-04, 2003-04, 2007-08, 1995 Annual Master Plan, Available in Business Services Office

8.1.9 DVC Strategic Plan and March 2001 Progress Report

8.1.10 Analysis of Accreditation Self Study Survey, Spring 2001

8.2.1 Business Procedure 5.01, Deferred Maintenance Program,

8.2.2 Diablo Valley College Minor Facilities Projects, September 2001

8.2.3 Business Procedure 18.03, Section 2, Guidelines for Classified Staffing

8.2.4 DVC Accreditation Self Study, 1996

8.2.5 Facilities Plan, Measure K: $236M Bond Issue for the Contra Costa Community Colleges

8.2.6 DVC Facilities Needs Assessment, November 1999

8.3.1 Americans With Disabilities Act Transition Plan, August 1993

8.3.2 Draft-Disaster Plan and Emergency Procedures-

8.3.3 Contra Costa College District Governing Board Policies and Procedures

- 2023 Safety Policy for CCCCD
- 2050 Lethal Weapons on District Property
- 2046 Drug-free Workplace
- 2045 Smoking Policy and DVC Policy
- 3017 Student Right-to-Know and Campus Security Act
- 3010 College Parking Regulations
- Business Procedure 20.01 Parking and Traffic Regulations

8.3.4 CCCCD Police Services Crime Report, 2000-01

8.4.1 Various Communications Re: Budget Process

8.4.2 President's Communication for Special Equipment Requests, February 2001

8.4.3 Campus Equipment Inventory List, Building and Mechanical

8.4.4 Technology Master Plan Replacement Policy, December 2000

8 .5.1 DVC Planning Environment

## **STANDARD NINE:** FINANCIAL RESOURCES

*The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.*

Co-chairs:

| | |
|---|---|
| Chris Leivas | Administrator, Director of Business Services |
| Mark Steidel | Faculty, Music |

Committee:

| | |
|---|---|
| Roshan Dahi | Classified, Business Services |
| Owen Lee | Faculty, Music |
| Marti Martin | Classified, Business |
| Tim Murphy | Faculty, Business |
| Terry Shoaff | Administrator, Dean of Economic Development and Instructional Services |
| Greg Tilles | Faculty, Social Science |
| Mary Ulrich | Faculty, Chemistry |
| Lisa Weaver | Administrator, Economic Development and Programs |
| Ted Wieden | Division Chair, Physical Science and Engineering |
| Chris Wilson | Classified, SRVC |

# STANDARD NINE:
# FINANCIAL RESOURCES

*The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.*

## 9.A Financial Planning

*9.A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.*

Description:
The Planning Council and the Budget Oversight Committee, both of which are comprised of representatives from the faculty, management, classified, and students, have primary responsibility for developing the college's budget plans.

The Planning Council, created in fall 1999, has the responsibility for overall college planning. The objective of the Planning Council is directly related to institutional goals as indicated by its charge: "The DVC Planning Council is responsible for overseeing the implementation and continuing development of the college's Strategic Plan and for ensuring that other college planning as well as decisions regarding resource allocation, staffing, and program development are integrated with the Strategic Plan." (document: 9.A.1.1, Planning Council charge) The Planning Council is also responsible for the development of other major college-wide plans including plans for the expenditure of Partnership For Excellence (PFE) funds. The Planning Council works with several college committees to develop the overall planning strategy for the college.

The Budget Oversight Committee uses the strategic initiatives developed by the Planning Council to help guide the development of various budget plans. A good example is the funding for the Enrollment Management Plan. Over the past four years the college has dedicated approximately $450,000 to fund the Enrollment Management Plan. The college has grown approximately 2000 full-time equivalent students (FTES) over the past four years. Consequently, the funding of the Enrollment Management Plan has resulted in an increase of approximately $300,000 annually to DVC's operating funds.

Analysis:
The budget development process for one-time monies has changed over the past five years. Historically, each year the college would identify its various one-

time monies and solicit and prioritize proposals to spend those funds. This process served the college well during times of scarce resources.

However, in 1997, the college began to receive major funding increases from the state and needed to change its budget-planning process in response to the increased funding. Consequently, in the 1997-98 budget plan, the college took a different approach by doing the following:

- Identifying major projects and initiatives for funding
- Developing multi-year budgets for major projects and initiatives
- Linking the identified major projects and initiatives to college plans or goals
- Identifying funding needs first then matching the funding needs to revenue sources

(document: Budget Plan Expenditures Five Year Re-Cap 1996-97 to 2000-01)

The planning process at DVC has become more formal over the past four years. The college has developed written plans and established the Planning Council. Since the Planning Council has only existed since 1999, its relationship with the Budget Oversight Committee is still evolving. Nevertheless, there will always be slightly different purposes for these committees. While strategic plans usually focus on the future initiatives, budget plans focus on providing the resources to implement current and future initiatives.

Plan:

- None

*9.A.2 Annual and long-range financial planning reflect realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.*

Description:
The district receives the majority of its revenues from the state of California. This funding is based on student attendance. The college receives operating fund allocations from the district based on the college's full-time equivalent students (FTES) count. In fall 2000, the college approved a resource allocation model for ongoing operating funds.

The state sets parameters for the fees a community college can assess its students.

The college develops college-wide annual budget plans for the following: operating funds, one-time funds, and Partnership for Excellence (PFE) funds.

Analysis:
Since the finance and administrative services staff at the district office determine the college's allocations for the above funds, the college does not have to prepare estimates of available resources because the amounts are known.

**Annual Budget Plans**
In fall 2000, the college adopted a new resource allocation model for ongoing operating funds. This model replaced the college's practice of giving proportional across-the-board increases to all organization units. The new model distributes funds based on three factors:

1. Cost of Living Adjustment (COLA) for all organizational units based on a percentage of current operating allocations
2. Growth augmentations for all instructional units based on operating budgets per FTES multiplied by the actual growth or decline in FTES from the previous year
3. Selected needs-based categories for selected organizational units based on the greatest budget needs not met by COLA and growth allocations

The Budget Oversight Committee has primary responsibility for developing budget plans for one-time monies. Changes in the budget development process for one-time monies were discussed in 9.A.1.

The Planning Council has primary responsibility for developing budget plans for PFE funds. The Planning Council is developing its plans based on the following:

- Major issues identified in college-wide open forums on PFE held during the 1999-2000 fiscal year
- Proposals made to the Planning Council by faculty and staff

The success of these plans cannot be evaluated until the college can determine whether it has met the goals it has set in each category.

**Long-term Financial Planning**
Long-term financial planning is difficult for the college because funding can be very volatile. For example, the college received the following amounts of one-time monies over the past three years:

| | |
|---|---|
| 1998 – 1999: | $1,758,075 |
| 1999 – 2000: | $ 328,914 |
| 2000 – 2001: | $1,912,333 |

Funds received are not only prone to volatility but also have a variety of restrictions placed on expenditures. As a result, the budget planning process has become increasingly important. The variety of the college's budget needs must be identified in advance so that the institution can take advantage of all

revenue sources in a dynamic funding environment. The college must also be prepared to use strategic opportunism as funding opportunities arise.

**Student Fees**

The state defines the nature and amount of the fees the college can assess. (document: 9.A.2.1, update on student fees, December 2000) The college does have some limited opportunities to assess student fees; however, it has not been consistent in its assessment of these fees. For example, the Chemistry Department vigorously pursues reimbursement for lost and broken materials while other departments do not charge fees for class materials. Additionally, fees for student use of computer printers outside of regular class assignments could be utilized to recover printing costs and to deter the use of college computers for personal use; however, at present, this is not done.

Plan:

- The college should develop a process whereby student fees are fairly and consistently assessed college-wide.

*9.A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.*

Description:

The Vice Chancellor of Facilities and Operations, a district position, has primary responsibility for annual and long-range capital plans. The Vice Chancellor receives input from a variety of sources on college needs. The Vice Chancellor also factors in the likelihood of projects being funded by the state and then develops facility construction plans and scheduled maintenance projects based on these needs and assumptions.

Analysis:

The major concern with this method of planning is that plans are not well known to the overall campus community, and the college does not have a systematic way of soliciting and prioritizing input on facility needs. Despite this concern, however, the Vice Chancellor of Facilities and Operations does a good job of developing facility lists that have the best opportunity of being funded by state construction funds, state deferred maintenance funds, or local bond initiatives.

DVC needs to take the lists developed by district and incorporate them into the college planning processes so that the college can seek funding for items *not* covered by state funds or local bond revenues. The college also needs to develop processes to solicit and prioritize college-wide input on capital construction plans and scheduled maintenance projects. Additionally, the college needs to find better ways to communicate its facility plans to the campus community.

Plan:

- The college should consider taking a more active role in the development, implementation, and communication of capital plans to the Vice Chancellor of Facilities and Operations.

*9.A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.*

Description:
In fall 2000, DVC approved a resource allocation model for ongoing operating funds. (document: 9.A.4.1, Budget Plan Expenditures Five Year Cap 1996-97 to 00-01) This model clearly defines the guidelines and processes for the allocation of operating funds.

The budget development processes for one-time monies have evolved over time, and they are defined and followed based on past practice. The budget development process for PFE funds was modeled on the processes the college utilizes for one-time monies.

The development of budget plans for one-time monies and PFE funds employs the following process: (1) Constituent-based committees use a consensus process to develop tentative budget plans (2) These committees seek college-wide input and support for their plans. (3) The college President approves the plans.

Analysis:
Due to the importance and reliability of ongoing operating funds, the college has clearly defined guidelines and processes for the allocation of ongoing operating funds. (document: 9.A.4.1, Budget Plan Expenditures Five Year Cap 1996-97 to 2000-01)

However, the details for one-time money processes may be modified each year to fit changing circumstances. The amount of money in any given year varies widely. Over the past five years the amount of one-time monies has varied from $1.9 million to $328,000.

Customizing the process to fit the circumstances makes the process more efficient and effective. Consequently, the college seems better served by allowing some flexibility in the implementation of the budget processes.

Plan:
- None

*9.A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.*

Description:

Administrators, faculty, and support staff are given numerous opportunities to participate in the development of college budget plans. These include the following:

- Participating on committees that develop budget plans
- Participating on committees that give input into the budget plan
- Providing input to constituent committee representatives involved in the budget process
- Participating in open forums relevant to funding opportunities
- Submitting and presenting funding proposals to budget committees

Analysis:
The college continually faces challenges regarding participation in budget development processes. For example, at times, staff may only participate in the budget process through its representatives on a committee that is involved in developing or providing input into a budget plan. It may not be safe to assume that the representatives are keeping their constituencies fully informed throughout the process. Also, staff is likely to judge the efficacy of their participation by whether they are successful in getting their proposals funded. People are likely to participate in budget-related activities in the future based mostly on whether their previous proposals have been funded.

These challenges were reflected in the accreditation self study survey results. Just 46 percent of the respondents thought the communications regarding funding opportunities were accurate; 41 percent thought them timely; and only 33 percent thought the process for "prioritizing special funding projects [were] fair." (document: 9.A.5.1, Analysis of Accreditation Self Study Survey, item 69) Additionally, there was a considerable difference amongst of perceptions of managers, faculty, and staff. In each case, the management had a much more positive view of the accuracy, timeliness, and fairness on issues related to special funding opportunities than either faculty or classified staff. (document: 9.A.5.1, Self Study Survey, items 68a, 68b, and 69)

Division chairs recently suggested that having the college's equipment allocation process take place at the same time each year would improve their ability to plan for and participate in this budget process. The best time to have this annual process would be in October so that items could be purchased for the spring semester. However, to effectively implement this suggestion, the college would have to suspend the process for one year and distribute current year allocations in the subsequent fiscal year. At this point, the college community, represented by a few division chairs and a number of others, does not seem willing to suspend equipment funding for one year so that this suggestion could be implemented.

Plans:

- The Budget Oversight Committee should develop a plan to improve communication on budget processes using electronic media, email, and the college website, to assist and mentor those preparing budget proposals.
- The appropriate administrative offices should consider providing staff with assistance on developing budget proposals and mentoring staff members who submit unsuccessful proposals.
- The staff development program should consider making the college budget process a part of NEXUS, the faculty orientation program.

## 9.B Financial Management

*9.B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.*

Description:
During the past five years, the district has gone through two financial software conversions. These conversions caused considerable disruption in the college's ability to provide timely information for sound financial decision-making.

The district has external and internal auditors that monitor the control mechanisms of the financial management system.

Analysis:
The district's conversion to Datatel, the district's current computer system, was particularly difficult. Initially, there were a significant number of data entry errors. Also, it was difficult and time-consuming for staff to research data entry errors in various accounts. The disruption caused by the two financial software conversions has resulted in managers losing confidence in the accuracy, timeliness, and usefulness of the financial information that is received from Datatel.

A recent example of the problems caused by Datatel is the confusion over DVC's 2000-01 staff development allocation. The district allocates staff development funds to the colleges using a formula based on employee full-time equivalents (FTE). This information could not be easily retrieved from Datatel. DVC's Staff Development Coordinator tried for many months, in vain, to get the allocation. In the end, the college and the district office blamed each other for a problem that should have never occurred in the first place.

Recently, the college has made improvements in the accuracy and usefulness of the financial information from Datatel. For example, screens have been created which show detailed and accurate payroll information. In addition, many of the data entry errors that were being made with the initial conversion to Datatel have been corrected.

Also, the district has made progress in developing user-friendly screens for the student services portion of Datatel via a web-based graphical use interface (GUI). It is possible that a GUI could be used to improve the financial portion of the software as well.

Nevertheless, there is still considerable room for improvement. For example, due to the time-consuming nature of using the Datatel system, the district accounting office has not calculated nor distributed the DVC's carryover balances for several years. Consequently, the college administration is never certain about its budget in the current fiscal year.

In an attempt to improve the financial management system, the college is in the process of adding a new position entitled Principal Accountant. The first responsibility of this position will be to develop tools that the staff can use to make the fiscal administration of its programs more efficient. This position will provide staff with handbooks, tutorials, and training on the Datatel's financial system.

Plan:

- The Director of Business Services should work with the college community to identify major areas that need improvement in the financial system software and provide leadership at the district level to initiate the changes that need to be made in the software.

*9.B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.*

Description:
DVC receives funding from the district for its operating expenses based on a long-standing district formula. The college distributes its operating fund on a resource allocation model that was approved in fall 2000 and discussed in section 9.A.2 of this report. California community colleges receive funding at approximately 60 percent of the national average.

While prior year external audit reports did note some material weaknesses in internal controls related to the reconciliation of account balances, the 2001 external audit report indicates that the problems were resolved. Also, the district and the college each respond to a variety of small exceptions noted in the external audit report.

Analysis:
Funding for most salaries, benefits, maintenance, utilities, and police services is done at the district level. The college gets an operating allocation of

approximately $173 per full-time equivalent students (FTES). The college uses this allocation to fund its normal operating expenses (hourly certificated non-teaching, hourly classified, supplies, travel, memberships, etc.). The college has two major concerns with this funding formula: (1) the formula is not adjusted to cost of living increases and (2) the formula relies too heavily on the concept of "economy of scale."

The formula for operating funds has not been adjusted for cost of living increases for at least fifteen years. Consequently, the only way that a college can increase its operating funds is to increase its FTES. Therefore, the college's operating funds are constantly being eroded by inflation. This is particularly acute when the district gives salary increases to hourly staff, but the college's operating funds are not increased to account for the pay raises.

The district's funding formulas usually contain an economy of scale factor. This concept reflects the fact that as a college grows, it develops some efficiency through its size; therefore, in theory, needs fewer funds per FTES to operate. However, at times the district relies so heavily on this concept that a college gains no material financial advantage from its FTES growth.

For example, the college's FTES increased 3,129 or 21 percent between the fiscal years 1995-96 and 2001-02. During this time, these FTES grew from 56 percent of the district's total to 59 percent of the district's total. However, DVC's expenditure budget remained at 53 percent during this six-year period, showing no gain despite the college's growth. (documents: 9.B.2.1, DVC Comparison of FTES-Budget Information 1995-96 and 2001-02 Fiscal Years and CCCCD Adopted Budgets 1995-96 and 2001-02)

DVC did receive an extra $300,000 dollars in operating funds during this period; however, this amount was not significant enough to alter DVC's overall expenditure budget percentage. Therefore, even though DVC's FTES grew at a much faster pace than its sister colleges, all three college's total expenditure budgets grew at the same pace. One of the college's major concerns is that its classified staff did not increase significantly during this period even though a significant increase in staff is clearly justified.

Over the past three years, the district has established a district-wide task force to review and modify the district's current budget development process. The task force has done considerable work, and some changes in the process have been implemented. However, no substantive changes have been made to the budget allocation process at this date.

Three years ago a controversy arose between district administration and the Faculty Senate over the use of Partnership for Excellence (PFE) funds. The Faculty Senate believed that the funds could best be used to meet PFE goals at the college level, and believed that the Senate was not properly consulted on the

distribution of these funds. The Faculty Senate eventually sent a formal protest to the State Chancellor's Office. The State Chancellor's Office made some recommendations to the district on how to improve its PFE allocation process. The district's administration and the Faculty Senate are currently working to implement the recommendations made by the State Chancellor's Office.

Plans:

- The Director of Business Services should continue efforts to increase the number of classified positions at DVC and work with district administration to fund an adequate level of staffing.

*9.B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.*

Description:
Program managers are responsible for staying within program allocations and for ensuring that they stay in compliance with program guidelines. The district and college business offices review the financial reports prepared by the program managers.

All program funds are spent in accordance with established district business procedures, except the DVC Foundation which is a separate legal entity. The Foundation spends its funds in accordance with donor restrictions and its accounting manual. The Foundation invests its funds based on its own board-approved investment policy. (document: 9.B.3.1, Foundation Mission Statement and Master Agreement)

The district administration is responsible for all district investments. The district has a board-approved investment policy, and the Governing Board receives regular reports on the district's investments.

Analysis:
Current institutional practices seem to be effective in providing financial oversight in management of financial aid, externally-funded programs, contractual relationships, foundations, and investments. Program managers and business offices review the finances for these programs. Also, these programs are included in the district's and Foundation's external audit reports. District funds are also subject to internal audit reviews.

There has been no material weakness noted in the audit reports for these areas, and all minor audit comments have been resolved.

Plan:

- None

*9.B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.*

Description:
The DVC Foundation is the primary fundraising unit for the college. The Foundation's mission is "to provide resources to support the mission and strategic plan of DVC. The methodologies include: community relations, business partnerships, raising resources, friend raising, and venture capitalization." (document: 9.B.3.1, Foundation Mission Statement and Master Agreement) The DVC Foundation has an annual external audit to ensure the integrity of its operations.

Additionally, programs and clubs conduct a variety of small fundraising efforts.

Analysis:
The DVC Foundation is currently involved in a 50th Anniversary Campaign for Excellence in Education. The goal of this campaign is to raise significant funds for the college to improve physical facilities, information technology, student scholarships, and program development and advanced studies; all of these purposes are consistent with the mission and goals of the college.

From June 30, 1997 to December 31, 2000 the Foundation's fund balances grew from $617,522 to $1,585,927, approximately a 180 percent growth.

A part of the 50th Anniversary Campaign was an internal campaign to encourage college employees to contribute to the Foundation. The internal campaign resulted in 70 percent of college employees contributing to the Foundation.

*9.B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.*

Description:
All major contracts require approval by the Governing Board. The college administration has limited authority to enter into minor contracts using board-approved standard form contracts. These contracts are presented to the Governing Board as information items.

Facilities-use contracts are executed at the campus level in accordance with board-approved policies and procedures and utilize standard form agreements.

Analysis:
To maintain the integrity of the institution, contracts contain the following provisions: hold-harmless clauses, contract cancellation provisions, and requirements that the contractors comply with all applicable laws.

There has been some concern that the district and college do not use payment leverage enough to ensure that the goods or services meet expectations before final payments are made on the contracts, especially in the area of software purchases.

Plan:
- None

*9.B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.*

Description:
The district's internal and external audits serve as the primary tools to evaluate the district's and college's financial management system.

Analysis:
While the internal and external audits provide management with reliable, independent evaluations of the district's and college's financial management systems, these audits do not provide management with an adequate resource to identify and solve problems before they become audit issues.

While the audit processes are reliable at identifying problems after they occur, the college needs a resource it can use to evaluate, improve, and change its financial management system before major audit exceptions occur.

Process evaluation and improvement are very important since the college will always have limited resources, and, therefore, will always have a need to use its resources more efficiently and effectively. Also, many of the college's audit exceptions result from lack of documentation and training. This is partially because staff frequently move into new positions, but the college does not have the resources to document procedures and train new staff when they take a new position.

Plans:
- The college should explore the possibility of acquiring resources it can use to evaluate, improve, and change its financial management system.
- The college should explore new methods to document procedures and train new staff who take positions that involve budgets and audits.

## 9.C Financial Stability

*9.C.1 Future obligations are clearly identified and plans exist for payment.*

Description:
The Contra Costa Community College District has the following long-term debt:

| | |
|---|---|
| Post-retirement Health Benefits Obligations | $32,896,000 |
| Accrued Compensated Absences | $ 4,738,542 |
| Certificates of Participation | $ 1,475,000 |
| Capital Lease Obligations | $ 407,525 |
| Total | $39,517,067 |

The majority of the district's long term obligations were created through the collective bargaining process, and for each of the obligations a plan exists for payment.

**Post-retirement Health Benefits Obligations**: The district offers subsidized health insurance benefits to all employees who retire from the district and meet the age and service requirements for eligibility. The amount of the obligation is based on an actuarial study. Annually, the district contributes $748,800 to its post-retirement health benefits fund. As of June 30, 2000, $18,703,193 has been accumulated in this debt service fund.

**Accrued Compensated Absences**: This obligation represents accrued but unused vacation leave and banked faculty load. Annually, the district budgets an allocation to cover this obligation. As of June 30, 2000, $4,393,649 has been accumulated in the district's debt service fund to cover this obligation.

**Certificates of Participation**: This liability was created as the result of a debt-financing arrangement for the purpose of constructing the Diablo Valley College Student Union. Annual debt payments are made from student body center fees assessed to DVC students. The annual fees exceed the annual debt payment on the certificates of participation.

**Capital Lease Obligations**: The district has entered into a number of multi-year capital lease purchase agreements. The annual debt service is included in the district's budget.

Analysis:
In each case, the district's future obligations are clearly identified and effective plans currently exist for the payment of each of these obligations.

Plan:
- None

*C.2 The institution has policies for appropriate risk management.*

Description:
The district's insurance and risk management programs are maintained through a joint powers agreement (JPA). The JPA creates a separate legal entity that sets premium rates, collects and invests premiums, approves payments of claims, and provides insurance programs for the three colleges in the district. The JPA also evaluates the adequacy of the district's insurance coverage.

The district's property and liability insurance program is administered through the Bay Area Community College Districts JPA. The district is also a member of the Statewide Association of Community Colleges (SWACC) and Schools Excess Liability Fund (SELF) joint powers authorities. The district's workers' compensation insurance program is administered through the Contra Costa County Schools Insurance Group (CCCSIG) JPA. The Vice Chancellor of Finance and Administration serves as a member of the Board of Directors of these joint powers authorities.

Analysis:
To reduce risk exposure, the district sponsors workshops at the college and district level on such issues as stress reduction, proper work posture, and how to review and modify workstations.

The college has recently created a new full-time position focusing on safety training and emergency preparedness.

Plan:
- None

*9.C.3 Cash flow arrangements or reserves are sufficient to maintain stability.*

Description:
The district meets the 5 percent minimum reserve standard of the California State Chancellor's Office. The district issues Tax and Revenue Anticipation Notes (TRANS) to cover its short-term cash flow needs.

Analysis:
The district's annual budget parameters require the district to prepare a budget with at least a 5 percent reserve. As of June 30, 2000, the Contra Costa Community College District's unrestricted general fund balance of $6,130,606 exceeded the five percent minimum reserve standard of the California State Chancellor's Office.

Since the district does not receive its first semiannual property tax distribution until December of each year, the district annually issues TRANS to the extent of the maximum periodic cash flow deficit.

Plan:

- None

9.*C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.*

Description:
The district meets and maintains the 5 percent minimum reserve standard established by the state to ensure that community college districts would have adequate financial resources to respond to emergencies and unforeseen occurrences.

Analysis:
The district, in general, meets this standard. In 1998-99, it appeared that the year-end balance for the district was under the 5 percent minimum level; however, this was due to a utility bill being incorrectly posted as a current year expense. In April 2000, the 5 percent standard was achieved, primarily due to higher income earned from non-resident students.

Plan:

- None

## STANDARD NINE DOCUMENTS

| | |
|---|---|
| 9.A.1.1 | Planning Council Charge |
| 9.A.2.1 | Update on Student Fees, December 2000 |
| 9.A.4.1 | Budget Plan Expenditures Five Year Cap, 1996-97 to 2000-01 |
| 9.A.5.1 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 9.B.2.1 | DVC Comparison of FTES-Budget Information 1995-96 to the 2001-02 Fiscal Years |
| 9.B.2.2 | Contra Costa Community College District Adopted Budgets, 1995-96 and 2001-02 |
| 9.B.3.1 | Foundation Mission Statement and Master Agreement |

## **STANDARD TEN:** GOVERANCE AND ADMINISTRATION

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*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

Co-chairs:

| | |
|---|---|
| Randy McNally | Administrator, Director SRVC |
| Barbara Sawyer | Faculty, English |

Committee:

| | |
|---|---|
| Michael Almaguer | Division Chair, Applied and Fine Arts |
| Marge Lasky | Faculty, Social Science |
| Dan Martin | Administrator, Assistant Dean of Student Services |
| Sonja Nilsen | Classified, Admissions and Records |
| Linda Robbins | Classified, Human Resources |
| Rachel Westlake | Faculty, Mathematics |
| Ted Wieden | Division Chair, Physical Science and Engineering |

# STANDARD TEN:
# GOVERNANCE AND ADMINISTRATION

*The institution has a Governing Board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

## 10.A Governing Board

*10.A.1 The Governing Board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Description:
The Governing Board of Contra Costa Community College District is a publicly elected, five-member board with staggered, four-year terms of office. Either two or three members are elected every two years. Though the members are elected from discrete, geographical areas, board members are charged with adopting a district-wide vision and are expected not to advocate for partisan issues that would benefit only the colleges in their areas. (document: 10.A.1.1, Policies and Procedures of the Governing Board) A student trustee, elected on a rotating basis from one of the three colleges, also serves on the board. The student trustee's term of office is from June 1 through May 31. In addition, an associate student trustee typically serves from January 1 to May 31 to prepare for service as the student trustee the following year. The student trustee takes part in the discussions as would a regular board member, but has an advisory vote. (document: 10.A.1.2, Policies and Procedures of the Governing Board)

The Chancellor and his staff develop the monthly agenda, discussing that agenda with the District Governance Council (DGC), a shared governance group with constituent representatives, approximately eight days before the board meeting. Governing Board members receive their agenda approximately eight to ten days before the board meeting and rely upon the Chancellor and his staff for input on each agenda item at the meetings.

At monthly board meetings members of the public are afforded the opportunity to address the board at the beginning of every meeting during the public comment portion of the agenda and on agenda items as they are presented. Agendas are sent to constituency group leaders and are available in their respective offices. Meeting agendas are posted in specified public

areas as prescribed by the Ralph M. Brown Act, the California Open Meeting Law, and on the district's webpage (http://www.4cd.net) though the website is not always up to date.

Analysis:
The Governing Board fulfills its responsibility to serve the broad public by such actions as overseeing and passing a balanced budget, implementing curriculum decisions based on the recommendations of the Faculty Academic Senates of the colleges, reviewing contracts and raising questions about cost overruns, and making informed hiring decisions.

However, while the board does represent the public interest in the ways mentioned above, it could further serve the public interest by initiating and developing additional policies that address the goal of serving students more effectively and being more responsive to community needs. It could, for example, take an active role in encouraging stronger institutional effectiveness by continuing to study the validity and effectiveness of performance indicators for the three colleges. In addition, college constituency leaders who attend board meetings perceive that some board members sometimes focus on issues of the geographical area from which they were elected.

No associate student served on the board in 2000-01 in preparation for participation for the following school year.

Plans:
- The Governing Board should consider taking a more active role in developing a plan for more accurately measuring institutional effectiveness across the district.
- The Chancellor should encourage board members to become more involved in the development of the agenda.
- The board and student leaders should ensure that an associate student trustee is trained in order to fill the student trustee role the following year.

*10.A.2 The Governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.*

Description:
Consistent with the mission statement, the Governing Board is charged with oversight of the educational program, including the approval of courses and programs. In developing educational policy, the board is to consult collegially and reach agreement with the Faculty Senate's Coordinating Council. (documents: 10.A.1.2, board policy1009 and 10.A.1.3, administrative

procedure 1009.01) In most cases, the board has chosen to delegate its consultation responsibilities to the Chancellor. (document: 10.A.1.3, administrative procedure 1009.01)

In 1999 the Vice Chancellor of Educational Programs and Services was appointed President of Contra Costa College, and in July 2000 the Vice Chancellor position was reconfigured as Vice Chancellor of Planning and Resource Development with revised duties. Under the leadership of the Vice Chancellor of Planning and Resource Development, the Strategic Planning Process was implemented in fall-winter 2000-01, and the Educational Planning Committee was reactivated in March 2001. The purpose of the Educational Planning Committee is to (1) to review each of the college's planning processes in order to design a district-wide program-planning model and (2) to prepare recommendations to the board for establishing, modifying, or discontinuing courses or programs in accordance with the institutional mission. In fall 2001, the Vice Chancellor for Planning and Resource Development began discussions about district-wide educational programs with the Deans of Instruction of all three colleges in the district.

Board policy provides for an external audit of all district funds. (document: 10.A.2.1, board policy 5007, audit of district funds) The Finance Committee, established by the board, meets quarterly.

The board reviews and approves all expenditures, regularly reviews financial reports, and ensures that the development of the budget follows a timely process by approving the district budget-planning calendar. In l999 the board directed the Chancellor and the Vice Chancellor of Business Services to evaluate the existing budget development process and recommend improvements if needed. In spring 2001, the District Governance Council, composed of cross-constituency leaders, assumed the role of the district shared governance budget development team.

Analysis:
According to reports from the Vice Chancellor of Finance and Administration, the district is financially healthy. Extensive internal and external audits indicate that the district's finances are stable. Although the implementation of the district's new computer system, Datatel, in 1999, created considerable concern about the accuracy and reliability of the budget numbers, the district and college appear fiscally sound.

A recent proposal for the board to empower the Chancellor to enter into contracts of any amount of money raised the question as to exactly how much direct influence the board exerts on policy-making directions of the district. In this instance, the board voted to have its Finance Committee investigate the need for granting the Chancellor this authority. Subsequently approval was granted for the Chancellor to enter into contracts for up to $100,000.

The absence of a major educational leader in the district office has presented difficulties in coordination of educational programs among the three colleges. In general, the board is not oriented toward educational policy issues and could take a more active role in establishing viable and useful institutional effectiveness measures. However, there has long been a value in the district stressing the importance of the autonomy of the three colleges in terms of educational programs.

Plan:

- None

*10.A.3 The Governing Board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The Governing Board regularly evaluates its policies and practices and revises them as necessary.*

Description:
A major review and revision of board policies and administrative procedures took place in 1998-99. Constituency groups participated in the process, and the board and the district reached agreement with the Faculty Senates' Coordinating Council (FSCC) regarding the revisions of policies and procedures that pertained to educational issues. All policies and procedures are now enclosed in one volume and are available on the district's website, http://www.4cd.net. Policies and procedures continue to be updated as evidenced by the listing in the front of the Policy and Procedures Handbook, which specifies all recent additions, deletions, and revisions. (document: 10.A.3.1, Policy and Procedures Handbook)

The board delegates responsibility to implement district policies to the chancellor and his staff. The board's refusal to delegate unlimited powers to the Chancellor for entering into contracts demonstrates its willingness to retain certain responsibilities where that delegation would be, in the board's eyes, inappropriate.

To facilitate communication regarding the educational program, a time is provided during each board meeting for constituency groups to report their activities and concerns to the board. College presidents, board members, the Chancellor, faculty and classified senate presidents, and faculty and classified union leaders normally report.

Analysis:
The recent review and revision of board policies and practices, and their publication on the district website is an indication that the district meets this standard.

The FSCC has concerns that the board's action to move their reports to the end of the meeting and their lack of direct consultation with FSCC signals a lack of interest and respect for the Senates' central role in advising the board on academic and professional matters. Prior to 2000, the reports were given early in the meeting. The monthly board meeting is the only time that constituency representatives receive the opportunity to communicate directly with board members as a group. The student trustee has raised concerns about the timing of these constituency reports as well, noting that when he brings students to the meeting to present to the board or to hear his report, it is not possible for them to remain at the board meeting until it ends. (document: 10.A.3.2, March 2001 board meeting)

Plans:

- Constituency groups should work to ensure their involvement in periodic review of board policies and procedures.
- The board and constituency groups should collaborate to ensure there is improved communication regarding evaluation and revision of policies and practices.

*10.A.4 In keeping with its mission, the Governing Board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.*

Description:
The board selected and appointed the current Chancellor in 1996. The board selects the chancellor from among candidates forwarded to it after candidates have been screened and interviewed by a hiring committee. The board consults with the Chancellor on the hiring of college presidents and confirms the employment of the Vice Chancellors and other major academic and administrative officers.

The evaluation procedures for educational mangers are outlined in the district's Manager Evaluation Policy. The Chancellor is listed in that document as an "educational manager." The Management Evaluation Policy does provide for "input of faculty, classified, staff, students (where applicable), and other managers" in the evaluation procedure. (document: 10.A.4.1, Management Evaluation Policy, Appendix C-1)

Analysis:
The Board has primary responsibility for evaluating the Chancellor; however, there seems to be lack of clarity about whether the Chancellor's evaluation is covered by the Management Evaluation Policy. In the Chancellor's previous two evaluations, the board and the Chancellor have agreed upon a procedure that differs from the Management Evaluation Policy. The college presidents and the campus constituency leaders and many external evaluators were asked for input into the Chancellor's evaluation. In the case of faculty input,

however, no faculty liaison was selected to summarize the faculty input as specified in the policy. All evaluations were sent to the board president, who summarized the input from the evaluators and presented her summary in closed session.

That Management Evaluation Policy states that all constituent groups should have meaningful participation in the evaluation process. Also, the policy includes the appointment of a faculty liaison, who is responsible for summarizing faculty evaluations and meeting with the manager's chief evaluator, in this case, the board president. Faculty were discouraged when the Chancellor's contract was extended in December 1997 and again in October 2000 before either of the evaluation processes reached its conclusion. Many faculty and classified staff were particularly disturbed and made their feelings known by speaking at the board meeting in November 2000 when the Chancellor's contract was extended through 2004 prior to the results of his evaluation being assessed.

Administrative hiring policies have been a subject of controversy in the district since 1995. In September and October of 1995, the Faculty Senates' Coordinating Council registered complaints with the California Community Colleges' Chancellor's Office (CCCCO) regarding hiring irregularities in the processes followed for the employment of the Chancellor and the Los Medanos College president. (document: 10.A.4.2, letters in file) The Vice Chancellor of Human Resources of the CCCCO found that the complaints had validity and, for several years, the hiring process at the district level proceeded according to regulations and policies.

New concerns about the board's appointment of major administrative officers have been raised with the employment of the new Vice Chancellor of Human Resources and Organizational Development at the CCCCD in 2000, and problems with the administrative hiring procedure appear to have resurfaced. Despite memos and letters of concern from the Faculty Senates' Coordinating Council, at present, the administrative hiring procedure at the district level is conducted absent the presence of faculty and classified staff on appropriate committees. To some campus leaders, this appears to be in violation of California regulations, which state that employees whose work circumstances will be affected by the employment of an administrator have the right to participate appropriately in all phases of the process. This process also appears to violate the district's own Uniform Employment Selection Guide that states "the responsibility for selecting well qualified contract administrators is shared cooperatively; the administration, faculty, and staff will participate effectively and appropriately in the hiring process." (document: 10.A.4.3, Uniform Selection Guide)

In addition, there is disagreement about what California regulations require regarding the notification of all qualified employees for interim positions. (document: 10.A.4.4, California regulation, Title 5, Section 53021, (d))

Plan:

- The Chancellor, the Vice Chancellor of Human Resources, and members appointed from the Faculty Senates' Coordinating Council and the Classified Senates' Coordinating Council should work together to review the Management Evaluation Policy and reconcile differences in its interpretation.

*10.A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the Governing Board are clearly defined and published in board policies or by-laws.*

Description:
The rules and regulations of the Governing Board describe its size, duties, responsibilities, structure, and operating procedures. (document: 10.A.3.1, Board Policy Manual) It provides for an election procedure, a process for replacing members who leave office prior to the end of their terms, and a process for removing any appointed officer. The role of student representation is also described.

Board policy, adopted in 1992, outlines the code of ethics by which the board must operate. (document: 10.A.1.1, board policy, 1010) It includes charges to the board members that they "create an atmosphere of mutual trust, respect, and appreciation" among the college constituencies and the community; that they maintain "an atmosphere in which controversial issues can be debated openly and respect given to all individuals"; that they maintain "open communication with the Chancellor and college communities and (create) an environment where all necessary parties have the opportunity to stay well informed." (document: 10.A.1.1, board policy)

The board has established an annual process to evaluate its effectiveness and performance, which includes self-evaluation and input from district employees who interact with the board on a regular basis. The board conducts an annual review of its own performance in closed session. It focuses on its organization and dynamics, decision-making procedures, trustee education and development, board-CEO relations, board agendas, and board priorities.

Analysis:
The board, at present, has no written evaluation process for itself, but at its retreat in March 2001 members reviewed the evaluation process and are updating a section for the Board Policy Manual.

Plan:

- None

*10.A.6 The Governing Board has a program for new member orientation and Governing Board development.*

Description:
The staff of the Chancellor's office provides an orientation to new board members in accordance with the new board member orientation protocol that primarily addresses administrative procedures. New board members meet with the Chancellor, Vice Chancellors, and various staff members. In addition, Governing Board members have been involved in statewide policy orientation meetings sponsored by Community College League of California, and new board members are sent appropriate documents from the state, district, and colleges to help in their orientation. This year the board planned to orient the two new board members via local orientation programs as well as state workshops.

Analysis:
The president of the Governing Board has indicated her belief that statewide orientation meetings are lacking in information that would help the board address local issues of interest to the Contra Costa County community. New board members do not meet with the leadership of the Faculty or Classified Senates or with representative student groups from the colleges, and are not necessarily introduced to shared decision-making and the role of the Classified and Faculty Senates in the decision-making process.

Plan:

- The Governing Board should consider meeting with the presidents of the Classified and Faculty Senates and student organizations from all three colleges as part of their orientation process as well as ensuring that new members are introduced to the shared-decision processes that the district adheres to.

*10.A.7 The board is informed about and involved in the accreditation process.*

Description:
The board has been informed about the accreditation process including the district office plan to conduct its own accreditation self study using the Baldridge Criteria. At the invitation of the members of DVC's Standard Ten committee, the Governing Board president participated in an accreditation open forum at the college in January 2001.

Analysis:

Board members are informed of the accreditation process. They are minimally involved in the accreditation process at the college level and only when college standard members invite the board members to participate.

Plan:

- None

## 10.B Institutional Administration and Governance

*10.B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution*

Description:

The college president is the chief executive officer of the college. As such, he is responsible for providing leadership to ensure that the college serves as an effective community institution with the highest quality of programs and services. In addition, he serves as the primary representative of the interests of the college to the Chancellor and Governing Board, and as their representative for governance decisions as those decisions pertain to the college. (document: 10.B.1.1, college president job description)

As campus leader, the President participates in the governance structure of the college. He chairs two major governance committees, both of which define goals, develop plans, and establish priorities for DVC: the Leadership Council and the Planning Council.

In addition, the President works with administrators, faculty, and staff to identify other goals and challenges for the college. Significantly, the President coordinated the development of the Strategic Plan, published in 1999, which is the guiding document for the overall improvement of the college. (document: 10.B.1.2, Strategic Plan) With administrators, he created a list of significant organizational issues facing DVC. At DVC's 50th anniversary retreat at Asilomar in January 2000, administrators, faculty, staff, and students identified a need to promote collegiality, both within and between constituencies, and to improve the quality and efficiency of DVC's programs.

The President meets weekly with the Classified and Faculty Senate presidents and monthly with the Leadership Council which has representatives from the student body, classified and faculty unions, and classified and faculty senates; also, he meets with academic divisions or the Senates upon request.

The President communicates some goals and challenges for the college to the faculty and management in an annual address at the start of the academic year. He addresses the classified staff in separate sessions. He

meets monthly with all managers in the President's Advisory Council and weekly with senior staff at President's Cabinet. The President further communicates with general members of the campus community through small group discussions, email, and drop-in hours.

As the college's representative to and from the Chancellor and the Governing Board, in order to fulfill his leadership responsibilities the President meets every two to three weeks with Chancellor's cabinet; also, with the other two college presidents, he meets for an hour before cabinet meetings with the Chancellor. In addition, he attends and reports on DVC activities at monthly Governing Board meetings.

Analysis:
The President was instrumental in organizing and developing the college's Strategic Plan, published in July 1999, calling it a "critical document" that will guide the college over the next decade. (document: 10.B.1.2, Strategic Plan) He also worked with constituents to rewrite the college mission statement to increase its specificity and make it a more useful document to the college. Under his leadership, considerable progress has been achieved in upgrading technology throughout the campus. In addition, due to his efforts, the college is now developing an improved research and planning department capable of providing the college with consistent and reliable data.

At DVC, effective leadership has long been equated with effective communication and collegiality in developing and defining goals, plans, and priorities for the institution. The President has made a number of efforts to address issues of communication and collegiality on campus. Faculty leaders describe his yearly address to faculty as both thought-provoking and entertaining, with a clear enunciation of his vision for the coming year, including the future of DVC and of higher education in general. Administrators and faculty leaders describe him as open to discussion on many issues and willing to consider input from all constituencies, while giving the most weight to the constituency most affected by the issue at hand.

The President has participated in events aimed at increasing collegiality, including hosting social functions, organizing cross-constituency small group discussions, and joining campus-wide staff development events. He holds drop-in hours during which members of the college community are invited to meet with him in his office. He encourages email communication and responds promptly to his messages. In addition, he has created several new forums for celebrating the achievements of DVC faculty and staff, including the President's Exemplary Service Award for Classified Staff.

However, the results of the campus-wide accreditation survey indicate that collegiality remains a major concern for faculty and staff and points to a great lack of agreement on governance issues, particularly between the faculty and

the administration. The two constituencies hold widely diverging views on the effectiveness of the President's leadership.

On the self study survey, the President received extremely positive ratings from the constituency with which he works the most closely: 96 percent of the management and division chairs indicated that the President "provides effective leadership in defining goals, developing plans, and establishing priorities for the institution." (document: 10.B.1.3, Analysis of Accreditation Self Study Survey, item 70) Some managers describe him as candid about his opinions and goals, and this yields two benefits: (1) managers know where they stand and what is expected of them, and (2) managers feel comfortable being candid with him about their own ideas and opinions.

While managers and division chairs provide an extremely positive endorsement of the President's leadership with a 3.50 rating on a four-point scale, the faculty provided a slightly negative rating of 2.34. This difference resulted in the widest statistically significant difference between management and faculty responses of all the 120 survey items. Fifty percent of the faculty agreed that the President provides effective leadership while 50 percent disagreed with this statement. (document: 10.B.1.3, Self Study Survey, item 70) These survey results reflect a significant concern in two major areas: the President's leadership style and his administration's support of an effective learning environment.

Some of the comments in response to the accreditation survey focused on a perception that the President exhibits an overly authoritarian leadership style. Comments indicated that although the President is skilled at defining goals and setting priorities, he is perceived as micro-managing the institution, attempting to control all aspects of the college. In numerous comments in the survey, open forums, and other meetings, he is described as distanced from the faculty and disrespectful of faculty, faculty roles, and DVC's achievements and traditions.

Faculty leaders attribute some of this authoritarian perception to a difference of interpretation of the faculty's role in governance and their rights as faculty members. Division chairs, who have a dual management-faculty role, agree; they describe the President's view of the college's organizational structure as "top-down," while the faculty's view is "bottom-up." (document: 10.B.1.4, notes from division chair meeting) Faculty leaders believe that the President has made an effort to adapt his personal leadership style to the strong cooperative governance culture of DVC and concur that the President listens to input on many issues.

They believe, however, that once he has formed a strong opinion, he can be inflexible and resistant to compromise, sometimes to a point that undermines the shared goals that he has developed with other constituencies. Recent

examples of this include the conflicts over the hiring of a humanities instructor (document: 10.B.1.5, senate minutes, February 27, 2001, and 10.B.1.6, Forum article March 23, 2001) and the inclusion of certain materials in the information packets for prospective employees. (document: 10.B.1.7, senate minutes)

It is the faculty perception that the President's effectiveness as a leader is compromised by his willingness to implement the Chancellor's and the board's decisions, which might be contrary to DVC interests, rather than communicating DVC's interests to the Chancellor and the board. For example, when the college began experiencing difficulties with Datatel, the new district computerized system, the students and the faculty perceive that they were at the forefront of bringing the problems to the attention of the board and the Chancellor. (document: 10.B.1.8, summary of Faculty Senate president's presentation to the board) In addition, when the Partnership for Excellence (PFE) funding came from the state to the district, faculty leaders believe it was largely due to the intervention and involvement of the faculty, rather than the President, that the funding eventually began to be distributed to the colleges, instead of being spent at the district level. (document: 10.B.1.9, communications between the Senate and the State Chancellor's office) Faculty leaders believe that these and similar issues are critical to the college's attempts to fulfill its mission, and that the President should have played a more active role in resolving them.

In response, the President indicates a different perception about this issue in general and certain details in particular. The President expressed his view that much of his work is appropriately and by necessity not conducted in public. With the PFE funding, for example, the President indicated that he was not at all passive in the resolution of this issue, and, that while he understood the budget reality of the district, he worked behind the scenes to ensure that DVC would get all of its appropriate PFE funding. Also, he indicated that rather than being passive in solving the problems created by Datatel, he was instrumental in bringing the issues to the district; he acknowledged the serious problems the college faced because of Datatel's implementation and brought the campus community into the discussion by sponsoring a public meeting with staff from the district office. He reiterated his concern that to draw the conclusion that because some of his actions are conducted in private, that he is either a passive administrator, or that he is willing to implement the Chancellor's or board's decisions at the expense of DVC, is both unfair and inappropriate.

In an attempt to improve communications and collegiality, in 2000-01, the Staff Development Committee initiated efforts to work with a facilitator who might be able to help the faculty and the President create a more collegial climate; however, as of fall 2001, this work has, at least temporarily, been suspended.

Plan:

- In an effort to promote more communication and collegiality, the President should consider spending more time on the campus at large, visiting classes, and talking with colleagues across constituencies.

*10.B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.*

Description:
The college president makes a significant effort to manage college resources. In addition to a significant increase in grant funding over the last four years and the increases in Partnership for Excellence (PFE) funding, college enrollment has grown by an average of 3 percent annually. (document: 10.B.2.1, FTES growth chart) This growth has resulted in a significant infusion of funds to the base allocation from the district. Also, the President chairs the Budget Review Committee whose function is "to recommend priorities for special funding and to make other budget recommendations to the college president." (document: 10.B.2.2, DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02)

Under his leadership and working with the Director of Business Services, the President caused a reconsideration of a proposed change to the district's "economy of scale" method of distributing funds to the colleges in the district and, in doing so, procured an additional $166,000 for the college budget.

The President is leading efforts to tie funding opportunities (whether base revenues, PFE funds, or one-time funds) to the college's Strategic Plan. The college follows all policies mandated in the California Educational Code, other state regulations, and local board policies. In addition, the college develops a number of other yearly plans including budget and matriculation plans.

The President oversees the allocation of one-time block funds and ending balance carry-over funds. These funds are distributed through a shared governance process that is guided by the Budget Oversight Committee.

A new Allocation Model for Ongoing Operating Funds was instituted in 2000-01. The new model aims to reward programs that have grown and expanded with augmented operating budgets. Traditionally, DVC augments operating budgets by increasing all cost centers by the same percentage, the cost of living allowance (COLA). However this model fails to recognize that needs for funds do not increase equally in all areas. Starting in 2001-02, the Budget Oversight Committee will recommend to the President a distribution of available operating funds among (1) COLA (2) growth augmentations and (3) selected base categories, such as new programs, uncontrollable cost

increases, and expanded student administrative services resulting from increased student enrollment. (document: 10.B.2.3, DVC Budget Oversight Committee Proposed Resource Allocation Model For Ongoing Operating Funds)

The President credits the talent and experience of the Director of Business Services and the work of the Budget Oversight Committee with the college's success in identifying and expending funds where they are most needed.

Analysis:
The President has been quite successful in managing the college's resources and implementing priorities to control the budget. The Strategic Plan and the new model for allocating operating funds, both written under the President's leadership, give the college direction in the decision-making procedures regarding budget decisions. The administration is optimistic that the new operating funds allocation model will provide a fair and equitable method of distributing funds with proper compensation for divisions and programs that report growth.

Plan:
- None

*10.B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management, which make possible an effective teaching and learning environment.*

Description:
The administrative and management structure of Diablo Valley College consists of twenty-three full-time equivalent managers in eight areas: instruction; student services; economic development; information technology and services; planning, research, and student outcomes; marketing and media design; business services; and the San Ramon Valley Center. The deans or directors of each of these areas comprise the President's Cabinet and report directly to him. In addition, there are ten half-time division chairs. DVC has 206 classified staff employees who perform many of the day-to-day tasks necessary to the operation of the college.

The Dean of Instruction, to whom the Assistant Dean of Instruction, the Director of Library Services, and the ten division chairs, report, administers instructional areas. The division chairs are short-term administrators selected by the President from a pool of candidates of full-time faculty members elected by their own divisions. At the conclusion of their three-year term of office, the division chairs return to their positions as full-time faculty members. Faculty members perform a number of administrative tasks relating to academic and professional matters such as department chairs, Articulation

Officer, Learning Center Coordinator, Staff Development Coordinator, NEXUS (new faculty) Coordinator, and Instruction Committee chair.

Student services areas are administered by the Dean of Student Services to whom the Assistant Dean of Student Services, the division chair of the Counseling Department, and managers in Admissions and Records, Extended Opportunity Programs and Services (EOPS), Disabled Students Program Services (DSPS) , Financial Aid, and the Career Center report.

The San Ramon Valley Center, DVC's satellite campus in southern Contra Costa County, has a full-time director, a business manager, a division chair, and a student services coordinator.

Analysis:
It is the belief of some administrators and faculty that DVC is administratively understaffed. (document: 10.B.3.1, open forum tape) With twenty-three full-time equivalent administrators and ten half-time division chairs, in the 2000-01 academic year, there was a 1-620 administrator-to-student ratio for DVC's 17,476 full-time equivalent students (FTES). The self study survey revealed consensus among constituent groups regarding the statement that "DVC is administratively organized to reflect the institution's purposes, size, and complexity": 49 percent of managers, 47 percent of faculty, and 50 percent of classified staff disagreed or strongly disagreed with the statement.

The President believes that the organizational structure of the college is not consistent with the size and complexity of the college. In a meeting with the Standard Ten committee in spring 2001, the President indicated that DVC uses an outdated structure, which has been adapted to meet new demands through a series of ad hoc changes and additions without an encompassing vision of the needs of the college as a whole. He has overseen the organizational restructuring of the Office of Planning, Research, and Student Outcomes, and the Office of Information Technology, and introduced a reorganization plan for a major restructuring of the college administration in September 2001. (document: 10.B.3.2, President's Administrative Organization memo)

The President also believes that DVC's academic division structure is not as effective as it should be, and that division chairs "have neither the time to perform their critical functions [as division chairs] nor the time to develop the knowledge and experience required by their very demanding jobs." The President acknowledged the benefit of the division chair structure, while at the same time presenting his case for the change to division deans, indicating that "it has become increasingly clear that the instructional office of a 24,000-student college simply cannot function with two full-time administrators and a changing cast of part-time division chairs." (document: 10.B.3.2, President's Administrative Organization memo)

Historically, division chairs have been an integral part of the college. Many believe the division chair model is effective for DVC. (documents: 10.B.3.3, *Forum* articles, 10.B.1.4, notes from division chair meeting, and 10.B.3.1, open forums) Advocates point to the advantages of the division chair structure in increasing the faculty perspective in the operations of the college, which, in turn, they believe fosters a more effective teaching and learning environment.

Division chairs have always been in a precarious situation as they are technically accountable to management while, at the same time, aware that they will be full-time faculty members at the end of their terms. Some division chairs have said that the job requires more time than the 50 percent reassigned time they receive for the position. In addition, they believe that plans filter down from administration to them without their direct input. (document: 10.B.1.4, notes from division chair meeting, April 11, 2001)

The President's reorganization memo created a great deal of consternation and apprehension among the faculty. There had been no formal consultation between faculty and administration regarding this proposed change in the administrative structure of the college. The faculty, represented by the President of the Faculty Senate, felt betrayed by the President's lack of promised "collegial campus-wide discussion." (document: 10.B.3.4, Faculty Senate president memo to faculty, September 17) As of October 2001, there remained disagreement about whether the President's reorganization plan, particularly the creation of division deans and the resultant elimination of division chairs, requires formal collegial consultation: the President believes that formal consultation is not required by law while the Faculty Senate believes that it is.

Many believe that the administrative reorganization plan and particularly its announcement, faculty reaction to the plan, and subsequent discussions on campus have seriously affected campus morale. Comments on the self study survey which were made nearly a year before the reorganization plan was distributed indicate the perception that morale had been seriously eroded over the last five years and that the overall deterioration of morale has had an adverse effect on the teaching and learning environment at the college.

On the accreditation survey, the faculty response to the statement that "the college administration provides leadership that supports an effective learning environment," was negative: 60 percent of the faculty disagreed with the statement; in contrast, 85 percent of the managers and division chairs agreed with the statement. The 2.21 (on a four-point scale) average on this item, lower than the faculty's rating of his overall leadership and significantly different from management's 3.04, signals the faculty's negative assessment of the administration's support of the learning environment. (document:

10.B.1.3, Self Study Survey, item 73) Once again, the difference between faculty and management's perception on this issue was statistically significant. Additionally, accompanying comments on the self study survey reflect the perception that the administration lacks respect for faculty.

Management representatives find this perception surprising and cite several new funding programs designed to encourage faculty innovation as evidence of effective leadership. Also, 40 percent of the faculty indicate that the administration does provide leadership to support an effective learning environment. (document: 10.B.1.3, Self Study Survey, item 73) Management and faculty agree the statistics on the self study survey reveal a serious divide between faculty and administration on the issue of administrative support of the learning environment at the college.

The President acknowledges that the survey garnered comments that pointed to "major communication problems on campus" and indicates that despite a lack of clarity on what the comments really mean, he took the issues seriously. He indicated that he needs to address these comments and perceptions.

Plan:

- A task force of administrators, faculty, and classified staff should address the impact that the reorganization plan will have if implemented, or, alternatively, re-conceptualize the plan in a more collaborative process.

*10.B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.*

Description:
Administrative officers are qualified by training and experience to perform their responsibilities. The district's Uniform Employment Selection Guide outlines the hiring process for administrators, which includes scrutiny of their training and experience. The Management Evaluation Policy prescribes the evaluation process for administrators. (document: 10.A.4.1, Management Evaluation Policy) The duties and responsibilities as well as the academic background and training of institutional administrators are defined in their job descriptions, which are published prior to their hiring in the district. Duties are updated when the scope of the job changes or when the incumbent leaves.

Analysis:
Regular management evaluations take place with involvement of the appropriate constituency groups. The self study survey reports that managers have only a 2.00 satisfaction rating (on a four-point scale) with the

effectiveness of the college's evaluation system, and 77 percent of managers disagreed that the "employee evaluation system is effective." (document: 10.B.1.3, Self Study Survey, item 55) But it is unclear whether that statistic refers to their management evaluation policy or whether the rating is a response to the faculty and classified evaluation policies, as well.

The Management Council has taken considerable time over the past two years to revise and update the current management evaluation policy. This change is needed to make the evaluation process more effective, while ensuring that the rights of employees are taken into account.

Plan:

- None

*10.B.5 Administration has a substantive and clearly defined role in institutional governance.*

Description:
The role of administration in governance is substantive as demonstrated by administrative roles on the major college committees: the President chairs the Leadership Council, the Planning Council, and the Budget Review Committee, all major committees. Other administrators take active roles, chairing and sitting on various governance committees including the Budget Oversight Committee, Matriculation Committee, and Information Technology Committee. (document: 10.B.2.2, DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02)

In 2000-01 the DVC Governance Council, which previously was the vehicle for shared decision-making, was disbanded by agreement of all of the constituency groups. It was believed that the Governance Council had lost its usefulness, was slow in acting, and was addressing trivial rather than substantive matters. In an effort to streamline the governance process, the Leadership Council and the Planning Council were established.

Members of the Leadership Council include the college president, the Faculty and Classified Senate presidents, a vice president from each of the college's bargaining units, and the president of the Associated Students of DVC. Rather than a formal governance structure, the Leadership Council was conceived to serve as a clearinghouse for constituency leaders to discuss ideas and to allow for communication among constituency groups. At its first meeting in January 2000, the college president indicated, "The Leadership Council will not be a policy recommending body but a clearinghouse for policies. If issues arise, they would be referred to other bodies to make recommendations." (document: 10.B.3.5, DVC Leadership Council summary notes, January 27, 2000) It was understood that the charge of the Leadership Council would evolve over time, and its charge has recently been stated "to

provide a forum for constituent leadership to discuss issues of general campus concern, and to be the final recommending body with regard to college policies and major issues regarding college resources." (document: DVC: Committees, Task Forces, Advisory Committees, Work Teams, 2001-02)

With the establishment of the Leadership Council, the reporting status of DVC's committees and taskforces changed. Most of those committees and task forces now report directly to an administrator who is responsible for responding to the committee's recommendations. (document: 10.B.2.2, DVC Committees, Task Forces, Advisory Committees, Work Teams 2001-02) Faculty Senate committees and task forces report to the Faculty Senate; Classified Senate committees and task forces report to the Classified Senate. But committees and task forces associated with issues of campus-wide concern now report to the administrator with responsibility for the specific issue and the Leadership Council, as appropriate.

Under the leadership of the college president, the charge of the Planning Council, which was approved by the DVC Governance Committee in 1999, is "to oversee the implementation and continuing development of the college's Strategic Plan and to ensure that other college planning as well as decisions regarding resource allocation, staffing, and program development are integrated with the Strategic Plan." The Planning Council is responsible for the development of other major college-wide plans, such as Partnership for Excellence (PFE) funding. (document: 10.B.2.2, DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02)

The Planning Council members include, in addition to the President, two administrators, two faculty representatives, two classified staff representatives, and two student representatives. Because the PFE Plan is primarily an academic matter, a third faculty representative has been temporarily added to the Planning Council membership.

Summaries, rather than minutes, of the meetings of the Planning Council and the Leadership Council are published and given to the members of each group. However, in general, these summaries are not widely or systematically disseminated.

Analysis:
The charges and duties for the Planning Council and the Budget Oversight Committee are clearly defined and function appropriately, and provide a clearly defined role for administration.

The original intent of the Leadership Council was to serve as a clearinghouse of ideas and to direct those ideas to the appropriate campus groups. In a memo to the Faculty Senate president dated January 12, 2001, which

attempted to clarify the role of the Leadership Council, the President asserted that the Leadership Council is a "major advisory body," and indicated that if, after consulting with the Council member's constituency, the "Council recommends a new policy, we [the campus community] should be able to implement it quickly." (document: 10.B.3.6, memo from President regarding leadership council, January 12, 2001) However, even with the attempted clarification in the letter, and the charge that has been written, the Leadership Council's work, purpose, and how its charge will be implemented, do not seem to clear to the campus community

The President has expressed some disappointment with the work of the Leadership Council to this point. He believes the communication between the representatives and their constituencies has not been effective. He ascribed some deficiencies in the Leadership Council to spotty participation of some of the constituency groups, perhaps attributable to the fact that constituencies do not yet see what role they play in college leadership. He said also that input on development of the agendas is lacking, and it is difficult to set meetings that all participants can attend.

On occasion, the Leadership Council seems to function effectively as with the creation of the new smoking policy, which was implemented in September 2001, and which seemed to receive proper airing among all constituent groups.

On other occasions, there are problems with perceptions about how the Leadership Council is working. For example, the President presented a draft of a Shared Governance Code of Ethics to the Leadership Council, asking the members of the council to take it to their constituent groups for discussion and revision, believing that he was initiating an open-ended, collegial discussion about the code of ethics. However, the faculty, in particular, represented by the Faculty Senate, perceived it as a top-down imposition of the President's ideas, not open for substantive discussion, and voted not to endorse the code.

Even with some of the concerns, confusion, and disagreement about the definition of "leadership," at least 95 percent of all three constituent groups agree that the administration plays a substantive role in institutional governance. (document: 10.B.1.3, Self Study Survey, item 75a)

Plans:

- The role of the Leadership Council should be clarified and communicated to the campus community.
- The members of the Leadership Council should communicate the recommendations and work of the council more effectively to their constituent groups.

- The Leadership Council and the Planning Council should publish meeting summaries of their meetings either through email or over the college website.

*10.B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.*

Description:
Faculty exercise a substantial voice in educational and professional matters in their areas of expertise. They play a major role in faculty hiring and evaluation, faculty development activities, educational program development, course and program approval, budget development, and program review.

The faculty's role in governance, both at the college and district is defined by board policy, the constitution and bylaws of the Faculty Senate and Faculty Senates' Coordinating Council, and state regulations. (documents: 10.A.1.2, board policy, 1009; 10.A.1.3, Administrative Procedure 1009.01; 10.B.6.1, Faculty Senate constitution and bylaws) All faculty are members of the Faculty Senate. Members of the DVC Faculty Senate's four standing committees -- Arts and Lectures, Instruction, Staff Development, and Student Services -- develop proposals and recommendations for the Senate to consider, approve, and recommend to the college president.

Decisions regarding academic and professional matters are reached either by the administration relying primarily on the Senate or by mutual agreement between the Senate and the administration.

The Instruction Committee approves all courses and programs and recommends policies to the Senate on curricular issues. These issues cover a wide range and address procedures for establishing "effective personal contact" for such matters as distance education courses and the development of a process for articulation of vocational education high school courses that will enable students to earn advanced standing in college.

In addition, faculty exercise a voice in matters of educational programs as one of the responsibilities of division chairs is to serve as liaisons between faculty and management, and to communicate the interests of the academic division to the administration. (document: 10.B.6.2, division chair job description)

Analysis:
The faculty has a long tradition of strong participation in the governance of the college. All constituent groups continue to view the faculty voice in educational programs as substantial; managers rated faculty's voice in educational programs at 3.56 and faculty at 2.99 (one four-point scale),

significantly different, but both substantially above average. These groups also concurred that faculty play a substantive role in hiring and evaluating peers. Significantly, 100 percent of managers agreed that faculty have a "substantive role in institutional governance," while 58 percent of the faculty agreed, 21 percent disagreed, and 21 percent either did not know or did respond to the statement. (document: 10.B.1.3, Self Study Survey, items 74b, 75b, 76b)

Currently faculty play a substantive role in institutional governance. However, current faculty leaders are concerned about the future role of faculty leadership and decision-making. (document: 10.B.6.3, focus group, March 2001) This concern may have its roots in several areas including (1) disagreements between faculty and administration over issues in faculty hiring (document: 10.B.6.4, Senate Resolution, February 27 2001) (2) the administration's dissatisfaction with the institution's organizational structure and its interest in replacing division chairs with area deans, and (3) the perception among some faculty members that efficiency takes precedence over educational value in decision-making regarding funding and support for instructional programs. (document: 10.B.6.4, focus group, March 2001) The President expressed his concern regarding this final perception particularly in light of the significant changes that the Director of Business Services has initiated in the funding mechanism for instructional programs. Efficiency is not a factor in the funding model; the new mechanism takes into account COLA, growth, and consideration of special needs, such as the rapid rise of the cost of instructional materials.

As a result of these concerns about leadership, the faculty have initiated a conversation among themselves regarding the leadership roles and responsibilities of faculty, and the recruitment and support of faculty who assume these tasks. The Faculty Staff Development Committee aims to provide leadership-training opportunities for all interested faculty. A faculty leadership workshop was held in May 2001 to discuss the faculty role in governance and an additional meeting was conducted in fall 2001.

Plan:

- None

*10.B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.*

Description:

The faculty have an established Faculty Senate that is administered by the Faculty Senate Council. The Senate Council meets twice monthly to consider issues that relate to their academic and professional activities on campus. The Agenda Committee, comprised of the officers of the Faculty Senate, meets a week before each regular meeting to develop the agenda. Each

academic division selects a representative in accordance with division bylaws. The three officers (president, vice president, secretary) and a representative-at-large are elected by the entire faculty. Part-time instructors may elect two representatives. In accordance with its constitution and regulatory mandates, the Senate makes recommendations to the President.

The Senate president is a member of the major governance committees: the Planning Council, the Leadership Council, the Budget Review Committee, the Accreditation Executive Committee, President's Advisory Council, District Governance Council, District Planning Council, Faculty Senates' Coordinating, Council and other committees and councils as needed.

To maintain communication among the faculty, the Senate publishes agendas for each meeting, minutes for each meeting, and the *Forum*, a twice-monthly newsletter, on its web page and in paper format.

At the district level, the Faculty Senates' Coordinating Council (FSCC) is responsible for consulting collegially with the Governing Board. The Chancellor has been designated as the board's designee to meet with this council. (document: 10.A.1.3, board administrative procedure 1009.01)

Analysis:
At the college, the Faculty Senate plays a well-established and substantive role in the institutional governance at the college.

At the district level, it is less clear that the Faculty Senate's role and voice in institutional governance is understood. Faculty leaders indicate that they do not believe that district personnel understand the faculty role in governance as defined in state regulations. On several occasions the FSCC has sought help from the State Chancellor's office to gain clarification on proper processes in such areas as hiring, committee appointments, and affirmative action training. (document: 10.A.4.2, letters in file) Such instances might partially account for the extremely low rating the faculty give to the statement that the "district and the college communicate (a) effectively and (b) in a timely and efficient manner": 77 percent of the faculty disagreed with these statements. At 1.87 and 1.88 respectively (on a four-point scale) these were among the lowest faculty ratings on the survey. (document: 10.B.1.3, Self Study Survey, items 80a and 80b)

Plan:

- The Faculty Senates' Coordinating Council should work with district administration and personnel to clarify and ensure the appropriate role of the academic senates in institutional governance.

*10.B.8 The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the*

*participation of faculty on appropriate policy, planning, and special purpose bodies.*

Description:
Board policy delineates the philosophy and the process for ensuring appropriate participation of faculty in governance in the district. (document: 10.A.1.2, board policy 1009, administrative procedure 1009.01, institutional governance) The eleven policy areas defined as "academic and professional" upon which faculty have primacy by regulation are detailed in the board policy. In these policy areas the administration and the Faculty Senate have the obligation to reach mutual agreement or for the administration to rely primarily on the advice of the Faculty Senate.

Written board policy provides reassigned time and stipends for Academic Senate presidents. (document: 10.B.8.1, business procedures 18.04) The Faculty Senate president or his/her designees receives 1.0 reassigned time. At present, the Senate Council President allocates a .20 portion of that time to the vice-president and a .20 portion to the Instruction Committee chair.

Analysis:
Faculty's role on appropriate policy, planning, and special purpose bodies is clearly delineated. However, while the support of those roles is also delineated, it is less clear whether it is completely appropriate. With the volume of work required of Faculty Senate officers, their time is often very stretched. Senate members have long believed that the college should provide reassigned time for the Instruction Committee chair, as that person is responsible for weekly meetings and a large commitment of time outside of the meetings.

In addition, division representatives serve on the Instruction Committee without reassigned time, in most cases. They, too, are responsible for much more work than would ordinarily be expected of someone serving on a committee.

Additional analysis is included in sections 10.B.6 and 10.B.7 of this report.

Plan:
- The Faculty Senate and the college should seek ways to properly recognize and compensate the work of the members of the Instruction Committee.

*10.B.9 The institution clearly states and publicizes the role of staff in institutional governance.*

Description:

The role of classified staff in district governance is outlined in district board policy. (document: 10.A.1.2, board policy 1009, institutional governance) It states that the Governing Board will consult collegially with the Classified Senates when adopting policies and procedures that it determines, in consultation with staff, are likely to have a significant impact on classified staff.

The Classified Senate was formed to provide classified staff with "a formal representative voice in determining institutional policies, procedures and regulations; to provide the president of the college with recommendations and views on matters affecting the conduct, welfare, and growth of the college; to enable the senate through the governance structure, to address the board of Trustees; and to promote communication and mutual understanding among the classified staff, faculty, administration, Board of Trustees, students and other interested person(s)." (document: 10.B.9.1, Classified Senate constitution) The Classified Senate constitution and bylaws were written in 1993 and amended in 1998.

The Classified Senate president is a member of major governance committees: Leadership Council, President's Advisory Council, District Governance Council, District Planning Council, Accreditation Executive Committee, Classified Senates' Coordinating Council, and other committees and councils as needed.

The Classified Senate consists of three officers and ten representatives elected by the classified staff in designated areas. The Senate meets once a month. Agendas, minutes, and a newsletter are published and available to all classified staff. A Senate selection committee appoints classified members to campus committees including the Planning Committee and accreditation standard committees.

Analysis:
The scope of the work of the Classified Senate has increased as more classified staff have been hired. When asked whether classified staff have a substantive role in institutional governance only 34 percent of those surveyed agreed with the statement. This is in contrast to 73 percent who believe that administration plays a substantive role and 59 percent who believe that faculty do. Perhaps significantly, 31 percent of those surveyed indicated that they did not know or had no response to this item. (document: 10.B.1.3, Self Study Survey, item 75c)

Membership and participation in the work of the Classified Senate Council has decreased over recent years and a number of factors might contribute to this situation. First, there has been an increase in classified staff's overall workload due both to the increase of the size and complexity of the college. Also, even with the 18.5 additional classified staff added due to PFE and

growth funds, the college remains and understaffed by 24.5 full-time equivalent staff members according to the district's business procedures. (documents: 10.B.9.2, 2001 revised calculation for business procedure 18.03, and 10.B.9.3, new classified positions) The resulting understaffing and additional workload means that classified staff are unavailable to attend meetings. In addition, participation in Senate work might have decreased because some classified staff do not believe that participation in the Senate is worthwhile; many expressed the perspective that they see few results from their contributions. Also, many evening-shift personnel do not have email by which they might be able to keep abreast of campus concerns and communicate with their colleagues, and no mechanism exists for evening-shift personnel, such as the custodians, to participate in Senate activities. Finally, some staff may not participate in Senate because they feel distanced from the operation of the college, partially caused by their belief that they are not consulted about changes in their job descriptions or workloads.

Plans:

- The Classified Senate should consult with administration and develop a plan to enable and encourage more staff involvement in institutional governance.
- The Classified Senate should encourage classified staff participation through staff development programs including workshops on leadership, on facilitation, and on relevant college and district issues.
- The college should provide evening-shift staff with email access.

*10.B.10 The institution clearly states and publicizes the role of students in institutional governance.*

Description:
The role of students in institutional governance is mandated by regulation and encoded for district participation by board policy. (documents: 10.A.1.2, board policy 1009, and 10.A.1.3, administrative procedure 1009.01, institutional governance) Students have the right to effective participation in governance and to consultation with faculty on items that have direct relationship to their role as students including grading, codes of student conduct, academic disciplinary policies, fees, and "any other district and college policy, procedure or related matter that the Governing Board determines will have significant effect on students." (document: 10.A.1.2, board policy) Students are invited to send representatives to the Leadership Council, the Planning Committee, the Faculty Senate, the Instruction Committee, accreditation standard committees, and other campus committees. A student trustee serves on the Governing Board; an associate student trustee is supposed to serve on the Governing Board.

Analysis:

Student participation in institutional governance is uneven. The student body president attends many meetings, but has difficulty finding other students willing to serve on committees. Neither the Faculty Senate nor the Instruction Committee has had consistent student representation in the past three years. It is clear that officers and members of the Associated Students of DVC (ASDVC) are called upon for too many duties and cannot shoulder the entire responsibilities of committee service for 22,000 students. In spite of repeated requests to the student body president, unfortunately, no students were appointed to the Standard Ten committee.

Plans:

- The ASDVC should consider engaging in a recruiting effort to enlist students who are not members of ASDVC to accept committee appointments. The ASDVC should ask those students to report orally or in writing on a regular basis to the ASDVC.
- The college should consider supporting more student involvement in governance committees through education and recruitment incentives.

## 10.C Multi-College Districts and/or Systems

*10.C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.*

Description:
As the chief executive officer of the Contra Costa Community College District, the Chancellor provides direction in planning and priorities for the district. Shortly after the Chancellor's arrival in January 1996, each of the colleges had accreditation site visits. A need for better integration of planning between the district and the colleges was cited in the recommendations for two of the colleges and listed as team comments for all three institutions. The Chancellor initiated the development of long-range, strategic plans with each of the colleges. In 1997, a consulting organization was hired to begin working with faculty, administrators, classified staff, and constituency groups across the district to create a strategic plan and to help design a budgeting process that was integrated with the strategic plan. Stakeholders from the community and the district participated in a series of focus and discussion groups that helped articulate the eight district-wide strategic initiatives for 1998-01. College and district strategic plans serve as the basis for identifying the educational objectives of the district. (document: 10.C.1.1, strategic initiatives)

Under the direction of the Chancellor, the Vice Chancellor of Planning and Resource Development has attempted to implement a more effective district planning process. She has revised and reorganized a committee that is now known as the Planning Council. The Chancellor, Vice Chancellor of Human

Resources, Vice Chancellor of Planning and Resource Development, college presidents, and Faculty and Classified Senate leaders are on the Planning Council. In November 2000, the Planning Council held a two-day strategic planning workshop under the leadership of the Vice Chancellor for Planning and Resource Development in order to brainstorm ideas for strategic goals for the district. As a result of that workshop the Vice Chancellor isolated a number of strategic goals, identified individuals responsible for reaching those goals, and determined performance indicators to measure whether the colleges and district had reached those goals. That document was discussed in Planning Council meetings where suggestions for its improvement were made. (document: 10.C.1.1, strategic initiatives)

As an example of the planning conducted at the district level, at the May 2001 meeting of the District Governance Council, the Faculty Senate president of DVC asked what the district was doing to address energy consumption in light of the impending energy crisis in California. In response, the Vice Chancellor of Facilities and Operations sent a memo to all district staff detailing the many energy conservation measures already in place and recommending ways individual employees might assist in conserving energy. (document: 10.C.1.2, energy usage-conservation, dated August 27, 2001)

Minutes from the Chancellor's Cabinet indicate that the district is attempting to better establish priorities and designate the individuals to be held accountable in implementing those priorities.

Analysis:
Under the Chancellor's leadership, the district implemented a new process for defining goals, developing plans, establishing priorities, and determining performance indicators for whether those goals have been met. The 1996 reaffirmation of accreditation stated that "the new Chancellor appears to have energy, vitality, vision, and a commitment to work with the various constituent groups." The 1996 site visit team recommended that "the Board of Trustees, the Chancellor, and all segments of the college leadership . . . seize this new opportunity to work together to identify ways of developing mutual respect that will lead to a climate of trust and shared vision of the district's future." (document: 10.C.1.3, reaffirmation of accreditation, p. 23)

However, the results and comments from the self study survey reflect significant negative perceptions about whether the Chancellor provides effective leadership for the district and whether that climate of trust and shared vision mentioned by the accrediting team have been achieved. The item, "The CCCCD Chancellor provides effective leadership in defining goals, developing plans, and establishing priorities for the district," received an extremely negative rating of 1.84 (on a four-point scale), the second lowest average on the self study survey. Additionally, all constituent groups revealed significant dissatisfaction with the Chancellor's leadership: 51 percent of

mangers, and only 21 percent of classified staff, and 13 percent of faculty agreed with the statement. In total, 75 percent of all those who had an opinion on this item disagreed that the Chancellor provides effective leadership. (document: 10.B.1.3, Self Study Survey, item 77)

There is no single explanation for these negative perceptions. Open forums, standard committee meetings, and comments on the self study survey revealed numerous possible causes of the dissatisfaction: the Chancellor's enthusiastic endorsement of Datatel, a computer system whose implementation was extremely problematic; the perception that the Chancellor is creating an expensive centralized district at the expense of educational programs; the employment of numerous district personnel; the view that the Chancellor does not know California regulations; an initial perception that Partnership for Excellence (PFE) funds were being used for district, rather than college, purposes; a history of tension between the district and the college. Accurate or not, these issues may be contributing causes for the college's continuing negative perception of the Chancellor's leadership.

Plan:

- None.

*10.C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.*

Description:
Managing resources, implementing budget priorities and various statutes, and following regulations and policies are the responsibility of the Chancellor, working with the Vice Chancellor of Finance and Administration. The annual budget is developed at the district level, and then discussed with the administrative leadership of the colleges in the Chancellor's Cabinet, and with constituency leadership at a budget workshop.

In 2001, the District Governance Committee (DGC) became the district-wide budget committee. The DGC will henceforth serve as the constituency advisory group on budget process. Budget priorities go through the DGC and are presented to the Governing Board for approval; both of these bodies can change budget priorities as they are presented. Additionally, members of any constituent groups can appear before the board to discuss the budget priorities.

The Governing Board annually adopts a budget calendar that provides for key action dates and identifies responsibility for performance of each action item. The budget calendar provides for a preliminary budget presentation in May of each year. Pursuant to state law, the budget calendar further provides for the

presentation and approval of the tentative budget in June and adoption of the final budget in August of each year.

Analysis:
Recent audits indicate that the district is in sound financial condition. In 2000-01, this fiscal solvency allowed the college to fund items such as a COLA for all programs on campus and the hiring of 18.5 additional classified staff at the college.

Even though the district and college are financially sound, many campus leaders indicate that the budget process is not open and that it is very difficult to understand, thus effectively deterring more widespread participation in the budget process. This might partially account for the perception that after priorities have been set by the Chancellor and his staff, there is little input from constituent groups. Constituency groups are rarely consulted in the initial establishment of those priorities.

Additionally, even though the district appears financially sound and the Chancellor does set priorities for budgeting and controlling expenditures, the perception among many DVC survey respondents is that the Chancellor does not efficiently manage fiscal resources and implement budget and expenditure priorities: 48 percent of the managers, 60 percent of the faculty, and 45 percent of the classified staff disagreed with the statement that the Chancellor "manages resources and implements budget and expenditures priorities efficiently"; in fact, this was the lowest rated item on the self study survey with an overall average of 1.71 (on a four-point scale). (document: 10.B.1.3, Self Study Survey, item 78)

Plan:
- The Chancellor and his staff, working with appropriate constituent groups, should mutually develop a more accessible and open budget process.

*10.C.3 The district/system has a statement, which clearly delineates the operational responsibilities and functions of the district/system and those of the college.*

Description:
The district has no single statement which clearly delineates the operational responsibilities and functions of those of the district and those of the colleges. Rather, the Governing Board has numerous policies and procedures, organizational charts, planning documents, and job descriptions which serve that purpose. (document: 10.C.3.1, district organizational chart) The role of the district is to support the colleges in the areas of facilities, planning and maintenance, human resources, payroll, data process, and business services.

Analysis:
In many cases, the relationship between the responsibilities and functions between district and the colleges is both clear and followed. However, there is currently some confusion about whether and how much the district office is centralizing the work of the district and the colleges; consequently, there is a need for statements which clearly delineate the operational responsibilities and functions of the district and the colleges.

For example, while many policies exist in relation to human resources, changes in the district's personnel and an increased number of hirings in the district's Human Resources Office have left college personnel unclear as to the delineation of responsibilities of the Human Resources Department. Additionally, numerous disagreements have occurred regarding the use of the Uniform Selection Guide for hiring, the composition of hiring committees for educational managers, and the new role of the district's Human Resources Department in paper screening for college managers and classified staff hirings. Although the college presidents and business managers and district human resources are working to resolve the confusion in this area, these situations suggest a need to clarify the roles and responsibilities of both the district and the college in the area of human resources.

In addition, since the implementation of Datatel in spring 1999, the role of how the district provides support to the college is less clear. College personnel now have the task of preparing many data processing reports, student rosters, faculty load reports, and financial reports. There is a perception among some college staff members that the district is abrogating some of its responsibilities, the result of which is to increase the workload of college managers and classified staff. Again, this situation suggests the need for a clear delineation of responsibilities between the college and the district.

Plan:

- The district and appropriate constituent groups from all three colleges should develop a process and timeline for producing statements that would delineate clearly the operational responsibilities and functions of the district and those of the colleges.

*10.C.4 The district/system provides effective services that support the mission and functions of the college.*

Description:
The CCCCD provides numerous services that support the mission and function of the college. The Vice Chancellor of Facilities and Operations oversees facilities, planning including construction maintenance, remodeling projects, employee and student safety, and campus security. The district, under the Vice Chancellor for Human Resources, provides some human resource activities including recruitment and data regarding staff job pool

diversity, administration of collective bargaining agreements, and supervision of employee benefits. The Vice Chancellor of Finance and Administration has responsibility for some fiscal services, budget development, payroll, and contract services. Additionally, under the supervision of the Chancellor, the district engages in resource and economic development, research, technology, and overall planning.

Analysis:
Perceptions regarding whether the district is providing effective services that support the mission and function of the college are mixed. For example, the recent implementation of a web-based link to allow students to view grades and faculty to view rosters and enter final grades is a significant improvement over the previous system. However, in spring 2001, while students could access grades over the web, they could not print out grades with their names attached, and they did not receive grades in the mail. This situation led many students into difficult situations with insurance companies and financial aid agents who request a grade record from students, but not necessarily an official transcript.

Numerous respondents to the self study survey indicated that they did not know exactly what services the district provided to the college. The results of the management evaluations of district services indicate significant problems with district services.

While Datatel, the district computer system, has improved over the last year, in particular in providing data for research and planning, the system has had an adverse impact on many functions at the college including registration, student records, human resources, payroll, business services, and instruction.

In addition, while there are new buildings and major remodeling projects at the campus, at the same time some of the facilities are in deplorable condition and have been for some time.

In response to the statement "the district provides effective services to support the mission and functions of the college," the results were consistently negative: 56 percent of the managers, and 69 percent of both faculty and classified staff expressed disagreement with the statement. Overall, this item received the fifth lowest average on the survey. (document: 10.B.1.3, Self Study Survey, item 79)

Plan:
- The district needs to continue to refine the Datatel system to meet student and staff needs more effectively.

*10.C.5 The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.*

Description:
Information is communicated and exchanged between the district and the colleges through the Governing Board, Chancellor's Cabinet, and various councils and committees. Minutes from the Governing Board meetings are, in theory, available on the district's website (http://www.4cd.net) though the website is not always current; minutes from the Chancellor's Cabinet are available on request. Also, minutes from the meetings of councils and committees are recorded and distributed via mail to staff and faculty district-wide.

The district Marketing Director heads a community relations committee consisting of three members, one from each college. This committee meets monthly at the district office to work on joint marketing efforts and to produce a monthly news website, *Newswire* (www.4cd.net/newswire). (document: 10.C.5.1, copy of *Newswire*)

Faculty and staff communicate and exchange district and college information in a variety of ways including Faculty Senate meetings and minutes; United Faculty meetings and minutes; Faculty Senate *Forum*, a twice-monthly faculty news and commentary publication and website; and *Table Talk*, a United Faculty publication.

Analysis:
The district and the colleges use a variety of media and methods to enhance communication. The 1996 self study recommended that the board give more attention to effective communication between the college and the district including, among other areas, the improvement of communication with constituency groups. However, the accreditation self study survey indicates strongly that communication between the district and the college still remains a problem.

The survey statement that "the district and college communicate (a) effectively and (b) in a timely and efficient manner" received extremely negative results, the third and fourth lowest results overall on the survey. All constituent groups and all demographic groups rated this item considerably below the survey average; 55 percent of the managers, 56 percent of faculty, and 52 percent of classified staff disagreed that the district and college communicate effectively; 28 percent of the respondents either did not know or did not respond to this item. (document: 10.B.1.3, Self Study Survey, items 80a and 80b) The effectiveness of the communication methods has not been formally assessed.

Paper and electronic communication are not as effective as they could be. Much communication from the district to the college is not conducive to effective two-way communication. Much official correspondence is still transmitted on paper even though Datatel assumed control of all email services in spring 2000, and nearly all employees of the college have email accounts.

Plans:

- The district should ensure that all printed material is distributed via email and is accessible on the district website.
- The board should renew efforts to facilitate communication in the district, as suggested in the previous self study.

*10.C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.*

Description:
The Chancellor and the Vice Chancellors of the district have overall responsibility for reviewing policies, planning, and the financial management of the district. The Faculty Senate has the responsibility for collegial consultation on policies, planning, and processes for budget development that have academic and professional implications. In 1999-00, the District Governing Council and the Faculty Senates Coordinating Council worked with the Vice Chancellor of Educational Programs and Services to conduct a thorough review of the district policies and procedures.

The district strategic planning is overseen by the Vice Chancellor of Planning and Resource Development. Budget and fiscal matters are the responsibility of the Vice Chancellor of Finance and Administration. There is an internal auditor for the district, and the district hires an outside firm for an annual external audit.

When the former Vice Chancellor of Educational Programs and Services became president of Contra Costa College, that position was reconfigured and became the Vice Chancellor of Planning and Resource Development. Currently, there is no Vice Chancellor of Educational Programs.

Analysis:
The district has in place processes for establishing and reviewing most matters of policy, planning, and financial management, but no position at the district level has as its primary focus the number one mission of the college: the educational program.

Plan:

- In consultation with faculty and administrators from all three colleges, the district should examine the need for greater coordination of the educational programs throughout the district.

**STANDARD TEN DOCUMENTS**

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| 10.A.1.1 | Governing Board Policies and Procedures 1010: Code of Ethics of the Governing Board |
| 10.A.1.2 | Governing Board Policies and Procedures 1009: Institutional Governance |
| 10.A.1.3 | Governing Board Policies and Procedures 1009.01: Process to Reach Agreement Between the Governing Board and the Faculty Senate's Coordinating Council on District-wide Academic and Professional Matters |
| 10.A.2.1 | Governing Board Policies and Procedures 5007: Audit of District Funds |
| 10.A.3.1 | Governing Board Policies and Procedures Handbook |
| 10.A.3.2 | Governing Board Minutes, Special Meeting, March 2001 |
| 10.A.4.1 | Management Evaluation Policy |
| 10.A.4.2 | Hiring Irregularities—Letters in File |
| 10.A.4.3 | CCCCD Uniform Selection Guide |
| 10.A.4.4 | Title 5, Section 53021 (d): Recruitment |
| 10.B.1.1 | DVC President Job Description |
| 10.B.1.2 | Strategic Plan and Update on Strategic Plan |
| 10.B.1.3 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 10.B.1.4 | Notes From Division Chair Meeting, April 11, 2001 |
| 10.B.1.5 | Faculty Senate Minutes, February 27, 2001 |
| 10.B.1.6 | *Forum* Article March 23, 2001, "Hiring in Humanities: Administrative Bad Faith" |
| 10.B.1.7 | Faculty Senate Minutes, January 23, 2001 |
| 10.B.1.8 | Faculty Senate President's Memo Re: Student Transcripts, March 15, 2000 |

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| 10.B.1.9 | Partnership in Excellence Correspondence Between Faculty Senate and State Chancellor's Office |
| 10.B.2.1 | FTES Growth Chart |
| 10.B.2.2 | DVC Committees, Task Forces, Advisory Committees, Work Teams, 2001-02 |
| 10.B.2.3 | DVC Budget Oversight Committee Proposed Resource Allocation Model for Ongoing Operating Funds, October 2000 |
| 10.B.3.1 | Open Forum Tape |
| 10.B.3.2 | President's Memo, Re: Administrative Organization, September 14, 2001 |
| 10.B.3.3 | *Forum* Articles: October 19, 2001, October 5, 2001, September 21, 2001, September 7, 2001, and December 1999 |
| 10.B.3.4 | Faculty President's Memo to Faculty, September 17, 2001 |
| 10.B.3.5 | DVC Leadership Council Summary Notes, January 27, 2000 |
| 10.B.3.6 | Memo from President Regarding Leadership Council, January 12, 2001 |
| 10.B.5.1 | Leadership Council Summary Notes, February 5, 2001 |
| 10.B.6.1 | Faculty Senate Constitution and Bylaws |
| 10.B.6.2 | Job Description Division-Area Chairperson |
| 10.B.6.3 | Focus Group, March 2001 |
| 10.B.6.4 | Faculty Hiring, Resolution February 27, 2001 |
| 10.B.8.1 | Governing Board Policies and Procedures 18.04: Academic Senate Budget Guidelines |
| 10.B.8.2 | Governing Board Policies and Procedures 18.03: Guidelines for College Classified Staffing |
| 10.B.9.1 | Classified Senate Constitution |
| 10.B.9.2 | 2001 Revised Calculation for Business Procedure 18.03 |

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| 10.B.9.3 | New Classified Positions |
| 10.C.1.1 | Contra Costa Community College District Strategic Initiatives |
| 10.C.1.2 | Energy Usage Memo, August 27, 2001 |
| 10.C.1.3 | Reaffirmation of Accreditation |
| 10.C.3.1 | District Organizational Chart |
| 10.C.5.1 | Copy of Newswire page |

*4.C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.*

Description:
The general education requirement includes seven areas of study from which a students applying for an A.A. degree must choose classes, totaling between twenty-six and thirty-two units of general education. Students must take and pass at least one course in each of the following areas: language and reasoning, natural sciences, arts and humanities, social and behavioral sciences, physiological and psychological studies, multicultural studies, and information competency (a new one-unit requirement approved as a new area of study in spring 2000). (document: 4.A.1.3, college catalog, pp. 46 –47)

The G.E. program is intended to introduce the content and methodology of major areas of knowledge. The program encourages students to develop intellectual skills and attitudes that will facilitate their development as effective lifelong learners and citizens. To that end, sixteen lifelong skills and abilities were identified during the G.E. revision process. The G.E. program now provides students with the opportunity to develop their intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. (document: 4.A.1.3, college catalog, pp. 43 – 44)

Analysis:
The general education program is educationally and culturally enriching. Taken together, the areas of study provide students with a broad base of knowledge to become lifelong learners and effective citizens. The college's new information competency requirement will address citizens' needs for facility in information technology. Specific criteria for demonstrating information competency are being developed during the 2001-02 academic year.

When asked about their perceptions of G.E. requirements on the self study survey, the results were somewhat mixed. A significant percentage in each case indicated that they did not know or could not respond to the statement that students completing current G.E. requirements demonstrate college-level competence in use of language (36 percent), scientific reasoning (44 percent), computation and mathematics (45 percent), and critical thinking (39 percent). However, amongst those who did have an opinion, extremely high percentages of respondents agreed or strongly agreed that such students did demonstrate competence in these areas: use of language (80 percent), scientific reasoning (82 percent), computation and mathematics (80 percent), and critical thinking (78 percent). (document: 4.B.1.1, Self Study Survey, item 29)

Plan:

- Working collaboratively, the Faculty Senate and administration should implement the information competency requirement and develop appropriate criteria for students to demonstrate their success.

*4.C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.*

Description:
A review of the courses that meet the general education requirements shows that students who complete the program are required to demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis. All of the college's credit courses must include critical thinking. There are a variety of methods used to assess critical thinking skills including oral and written exams, essays, reports, discussions, and regular assignments. Rigor and quality are ensured by the curriculum approval process.

Analysis:
As evidenced from course outlines, students demonstrate competency in all required areas of this standard. (document: 4.C.4.1, sample course outlines) Students are required to receive a C or better in English composition and mathematics proficiency. However, a D is considered a passing grade and as long as students maintain a 2.0 grade point average or better in all degree applicable work, they can fulfill G.E. requirements without attaining a C or better in G.E. courses. Many faculty do not consider a student who has received a D to have demonstrated competence in an area of study.

Plan:

- The Faculty Senate should consider recommending a policy that would require students to achieve a grade of C or better in all classes used to fulfill general education requirements.
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## 4.D Curriculum and Instruction

*4.D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of the faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis*

Description:
DVC has a clearly defined process for establishing and evaluating its educational programs. (document: 4.D.1.1, Instructional Program Review Manual, revised August 1995) The process calls for each program to be reviewed every five

years. The current process recognizes the central role of faculty in developing, implementing, and evaluating educational programs with department faculty researching and writing the review for their own department. The Program Review Manual states that program reviews will serve as the basis for planning and budget allocations in instructional areas each year. The completed departmental program review document is submitted to the department, division, and finally to the Instruction Office. The review may stimulate the department or division to implement change in its course offerings or curriculum. At the college level, the program review may be used to make decisions about full-time faculty hiring, but it is not formally incorporated into planning and budgeting.

In 1999, the Faculty Senate developed a set of guidelines for improving the program review process and in 2001, a Program Review Task Force was established to review and develop a new program review process. (document: 4.D.1.2, Program Review Process)

Although approving curriculum for a new program is a well-established process at the college, there have not been established, ongoing resources for developing new programs. Grant funds have been used to start programs such as a Multi-Media Program, and, this year, one-time Partnership for Excellence (PFE) funds will be made available for program development. The President, Dean and Assistant Dean of Instruction have encouraged program development, and some programs have been initiated due to their suggestion. In addition, the Planning Council has developed and is finalizing an ongoing a "New and Innovative Program Fund" to create permanent resources to support new programs and expand the curriculum to meet student and community needs. (document: 4.D.1.3, Planning Counsel New-Innovative Program Fund memo form President's Office, April 23, 2001)

Analysis:
There appears to be agreement that the college's program review process is not functioning as effectively as it might. Over 25 percent of all college constituencies (managers, faculty, and classified staff) either disagreed or strongly disagreed that their organizational unit "makes effective use of program evaluation . . . to improve the quality or programs and services." (document: 4.B.1.1, Self Study Survey, item 15) Interviews with various members of the administration reveal that few strong recommendations, ones usable for planning or overall evaluation, come out of program review. Many faculty believe that while useful for intra-departmental planning, and for internal evaluation, once a program review is complete and presented to the divisions and the Instruction Office, nothing significant happens on an institutional level.

A number of factors contribute to the lack of effectiveness of the program review process: the process is very time-consuming; until recently faculty have had the perception that required data is difficult to obtain; and, most importantly, faculty, in particular, have seen the process as irrelevant to program or institutional

planning. Because of these and other factors, program reviews have not always been completed in an timely, thorough, or effective manner.

The Program Review Task Force, recently commissioned by the Faculty Senate to address these concerns, will recommend a process that is more clearly defined, one that will ensure that academic and student service reviews become integral to the planning and budgeting processes, and therefore more useful to the entire college.

The Planning Council's New and Innovative Program Fund will establish needed, ongoing resources for program development such as program budgets, stipends, or reassigned time to support new programs.

Plan:

- None

*4.D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery system.*

Description:
The Instruction Committee and individual academic divisions are the main bodies that ensure the quality of instruction, academic rigor, and educational effectiveness of the college's courses and programs. To maintain academic rigor and to provide consistent educational offerings, all faculty are expected to adhere the objectives and content of the course outline approved by the Instruction Committee. All new course proposals, course outline rewrites, and degree and certificate program requirements are processed and approved by the Instruction Committee. (document: 4.D.2.1, Instruction Committee Red Book)

Distance education is becoming an important component of DVC's instructional program. In fall 2000, the Faculty Senate passed a resolution to guide implementation of distance education as a method of instruction. The Instruction Committee is currently modifying its distance education guidelines and will continue to review and approve courses offered through distance education to ensure that those courses are as rigorous as those taught by traditional instructional methods.

All courses scheduled to be offered in fall 2001 are expected to have current course outlines. Currently, faculty and staff are working in a concerted effort to accomplish this goal. However, a significant number of course outlines have not been revised in the past five years. (document: 4.D.2.2, untitled Title 5 database) Although there is printed material available to assist in the completion of course outlines, many faculty do not use these resources, and many outlines remain in need of revision.

Analysis:
The quality of education at DVC is supported by the results of the student survey. Students rated the "attitude of the teaching staff toward the student" and "quality of instruction in your program of study" at 4.08 and 3.97 respectively, near the national norms. (document: 4.A.1.1, Fact Book, pp. 119 and 113, Student Survey, items 5 and 3) The fact that DVC has one of the highest community college transfer rates to UC and CSU campuses, rated second in the state over the last three years, is also evidence of DVC's educational excellence. (documents: 4.D.2.3, California Post-secondary Education Commission, Student Profiles, 1998; also 4.A.1.1, Fact Book, table 4.3.2, p. 181)

On the other hand, the curriculum approval process is an area of concern, having been identified by faculty, management, and staff as ineffective. Managers, in particular, expressed concern about this item. When asked whether "the process for approving curriculum and programs is effective," 61 percent of the managers disagreed with the statement, the lowest rating of all items asked regarding educational programs. (document: 4.B.1.1, Self Study Survey, item 31)

Many believe that the Instruction Committee approval process is functioning poorly. Filling out, editing, copying, getting signatures, and revising numerous forms takes a great deal of faculty time and consumes seemingly endless amounts of paper. Interviews indicate that faculty and staff would like the course approval process to be more expedient and consume fewer human and material resources. A considerable amount of Instruction Committee member time is spent reviewing course outlines suggesting minor changes, and members often question content and evaluation questions on course outlines even though they may have limited academic background in the subject matter. This focus on details has precluded giving attention to major educational concerns such as content replication between courses or effective program design.

Another factor that hinders the effectiveness of the Instruction Committee is that a significant amount of time is spent by Instruction Committee division representatives editing course outlines to be sure all the required components (e.g. textbooks in MLA format, two examples of evaluation methods) are included. In 1999, to address this concern, the Instruction Committee instituted a technical review process to examine course outlines before they reach the full Instruction Committee. This was intended to allow the committee to concentrate on substantive issues, rather than editing errors; unfortunately, this had not been as effective as hoped.

Though the Instruction Committee members put in many hours, and the committee has made efforts to improve its functioning, the process still could make better use of use faculty, administrative, and staff time and resources. Communication regarding course approval status among the Instruction Committee, the Instruction Office, and academic division offices also needs improvement. Course outlines have been lost and not handled in a timely

manner, and division offices are not necessarily informed when a course is approved or that it needs further revision.

Public forums and standard committee meetings also revealed a concern that there is no system in place in which essential discussions about program integrity, design, or effectiveness occur. Such discussions could occur during program review or at Instruction Committee meetings, but, as a matter of course, they do not.

Plans:

- The Instruction Committee and administration should consider implementing an online process for writing, reviewing, and filing course outlines and program requirements.
- The Faculty Senate and administration should review and improve all components of the curriculum approval process with special focus on improving communication among all essential groups.

*4.D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.*

Description:
DVC has a long-established fairness in grading policy. The general criteria for evaluation of student learning and the award of credit are stated in the DVC catalog. The college's grade policy is that "the assignment of grades is the exclusive responsibility of the individual instructor. [G]rading policies are based on "our faculty's philosophy, California Administrative Code, Title 5 . . . , and the Contra Costa Community College District board policy." (document: 4.A.1.3, college catalog, p. 29) The college policy includes provisions for grade corrections, improving grade point averages, academic probation and dismissal, and appeals for grade changes. (document: 4.A.1.3, college catalog, pp. 30, 33-34)

Individual course outlines clearly state course objectives and methods of evaluation of student learning as do course syllabi. Course outlines are available for review in the Instruction Office, division offices, and in the library.

During the first week of each course, instructors are required to distribute a copy of their course syllabus that includes their grading policies. (document: 4.A.1.3, college catalog, p. 30) Faculty members are responsible for submitting course syllabi to division offices during that time period. A majority of syllabi are on file each term with some divisions reporting 90-100 percent and others over 50 percent.

In addition to awarding credit for DVC courses, the college may grant credit equivalents towards the associate degree from non-traditional sources, such as

courses completed in the military, College Level Examination Program (CLEP) examinations, Advanced Placement (AP) examinations, and DVC challenge exams. (document: 4.A.1.3, college catalog pp. 28 -39)

Analysis:
Student learning and the awarding of credit for work completed is based on generally accepted norms. The college grading policy and fairness in grading policy are well-established practices and are readily accessible to staff and students. Individual course outlines reflect more specific implementation of these policies as do the course syllabi. Evaluation methods are reviewed by the Instruction Committee as part of the course approval process to ensure that they are implemented in accordance with college policy and are reasonable and effective.

The availability of course syllabi from instructors and in the division offices is helpful to students who want to know the requirements needed in order to complete a course with a passing grade. At times, course syllabi, though they may be distributed in class, are not turned into division offices.

Plan:
- Academic departments should establish an effective method to ensure that all instructors submit their syllabi each semester to the division office.

*4.D.5 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.*

Description:
The college's transfer of credit policies address courses taken at other colleges, high school advanced placement courses, college level examination programs (CLEP), and certain other high school courses (e.g. Family Life Education). The college has various transfer of credit policies, updated regularly at meetings of the California Association of Registrars and Admissions Officers and other professional organizations. These policies allow admissions staff to review most courses that are presented for credit; when questions arise, the admissions office contacts individual departments or the college articulation officer.

Policies regarding transfer from DVC to other institutions are overseen by the articulation officer. This person coordinates articulation agreements between DVC and the California State University (CSU) system, the University of California (UC) system, and a number of other four-year colleges and universities. Students are advised about the CSU general education breadth requirements and the intersegmental general education transfer curriculum

(IGETC) policies for CSU and UC transfer. This information is available in individual counseling sessions as well as in the college catalog. (document: 4.A.1.3, college catalog, pp. 49 - 58)

The college has specific articulation agreements regarding academic majors with approximately fifteen CSUs. Regular patterns of transfer exist with UC Berkeley, UC Davis, CSU Hayward, CSU Sacramento, CSU San Francisco, CSU San Jose, and California Polytechnical Institute. Recently, articulation agreements have been established with UC San Diego and UC Santa Barbara. Some articulation agreements also exist with private and out-of-state universities.

Where no general transfer plan exists, the articulation officer has often been able to develop specific course-to-course articulation that helps students prepare for majors. Historically, the articulation officer is a full-time member of the Counseling Division who is assigned the duties and responsibilities of articulation; however, the administration would like to see the selection, responsibilities, and evaluation of this position changed and expanded. Currently the chair of the Counseling Division has been given a 50% assignment to fill this role until a full-time articulation officer can be hired.

Analysis:
DVC's articulation agreements with four-year institutions are extensive, readily accessible, and extremely successful. The college has an exemplary reputation with Bay Area four-year institutions, and the success of the articulation agreements is partly verified by DVC's strong transfer rate.

When students transfer to DVC, the college's transfer credit policy and process verify that transfer credits meet educational objectives comparable to DVC courses. However, at this time, there is no single compilation of transfer credit policies in the Admissions and Records office; instead, staff rely on various informal memos and notes.

Plan:
- The Admissions and Records Office should compile DVC's transfer of credit policies into one official document.

*4.D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.*

Description:
While traditional lecture, laboratory, and discussion are used in most of DVC's course offerings, the college has begun integrating new technologies into existing classes, as well as developing web-based, online classes. DVC is currently offering online courses in business, computer science, engineering, English, geography, library and information technology, math and oceanography. (document: 4.D.5.1,

ACCJC Distance Learning Report Grid) Some of DVC's traditional classes have been modified to utilize multimedia, email, and the Internet to enhance student learning. The college has also provides assistance to students to help them determine if they are suited to take an online course by completing an online learning styles inventory to help identify their optimal learning modality. (document: 4.D.5.2, "Are Online Courses For You?" http://www.dvc.edu/online/onlineforu.htm)

Online courses have been developed by numerous faculty members. The DVC Online Teaching Academy and the California Virtual Campus have offered workshops to introduce and improve online instruction. Also, an Instructional Technology Coordinator position to support faculty use of instructional technology use has been funded and should be in place in the 2001-2002 academic year. The college has provided stipends for faculty developing online courses.

DVC has become more flexible in scheduling in order to accommodate students' personal schedules and needs. The schedule now includes numerous short-term, compressed, late-start, and weekend courses. DVC has also introduced and supported learning communities, the PACE program, and the Puente program to enhance student success.

Additionally, students can also earn credit in a variety of ways including cooperative education and study abroad. (documents: 4.D.5.3, Policy For Awarding Credit Based on Experiential Learning and 4.D.5.4, brochures for study abroad program)

DVC has developed the Regional Training Alliance (RTA), a partnership with twenty-four local businesses and government entities. Through the RTA, DVC offers custom-tailored programs and training as not-for-credit offerings to employees of alliance partners. (document: 4.A.1.7, alliance brochures) Most of the recent offerings are in the areas of professional development, business and technical writing, or computer training.

An International Education Center (IEC) has recently opened near the main campus. The Center, which is independent from the college, provides international students with not-for-credit intensive English language instruction and prepares them for academic study in the United States. (document: 4.D.6.3, IEC brochure)

Faculty in the Disabled Students Programs Services (DSPS) have conducted workshops on campus on different learning styles, applicable to all students, but particularly helpful in working with learning disabled students. As a sabbatical project, one DSPS faculty member developed a learning styles inventory used by many instructors across campus to help students assess their own learning style; the inventory has been adapted and is now available on the college website.

Analysis:
DVC is responding to student needs by broadening its range of delivery systems and instructional methods. Courses are offered in many formats, throughout the day and evening, online and in conventional settings, in many locations, and every day, except Sunday.

Flexible scheduling and online offerings have improved access for students. At times, innovative scheduling has been hindered by low enrollment and class cancellation; however, the United Faculty contract stipulates that innovative classes may be initially offered with lower enrollment. (document: 4.A.1.11, UF Contract, 8.2.2.1)

Flexible and online scheduling as well as PACE offerings are generally considered successful. However, reliable data about student success, retention, and persistence in these programs are not easily available. Providing research on student success in alternative delivery courses or programs would help to ensure the quality of DVC's other alternative offerings and encourage more innovative offerings. (documents: 4.D.5.5, data regarding student success, retention, and persistence for flexible, online scheduling, and PACE offerings)

Because short-term classes, classes with an independent study component, or web-based classes may not be the best choice for many students, the college needs to continue to encourage students to select the most appropriate classes for their learning styles and educational purposes. There should be considerably more discussion regarding how students can make the best use of new course modalities and scheduling.

The college has dramatically improved the use of technology for learning throughout the institution. Each full-time faculty members has a computer although some find that current machines are unable to run software necessary for their disciplines. There are numerous student computer labs throughout the institution. Multimedia equipment is now available in some classrooms, and some faculty are effectively using LCD projectors to enhance their teaching.

The forthcoming Instructional Technology Coordinator will also improve instructional support. Considering the rapid pace of technological development, faculty and staff still find it difficult to keep up-to-date on technology, integrate new technological tools into their courses and work, and continue with other professional duties. More time and on-campus expertise is needed if more faculty are to integrate new technology effectively into their classroom.

Although stipends have been available for faculty using technology to enhance instruction, some faculty consider the amount of the stipend inadequate. There is concern that faculty could better use reassigned time than rather than a stipend to develop these courses. Also, the criteria for the awarding of stipends and grants is, in general, unclear.

The Staff Development Center has greatly improved technological training opportunities through the use of scheduled workshops and drop-in hours that are specified for the use of technology for learning. Many of DVC's online instructors have taken a class to prepare them to teach online. Faculty development either through an online academy, staff development, or other sources will be critical to guarantee the quality of online courses and expansion of online offerings

Plan:

- DVC should continue to provide financial or reassigned time incentives for faculty to develop online classes and integrate new technologies into their traditional classes.

*4.D.6 The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.*

Description:
New course and program proposals, modifications, and deletions from both credit and non-credit courses are developed by the faculty and reviewed for approval by the appropriate department and division, the Instruction Committee, and the Dean of Instruction. In addition, the Instruction Committee reviews proposed distance education offerings, prerequisites, and advisories for those courses.

The Instruction Committee is not involved in the approval of not-for-credit and community outreach classes. Not-for-credit, contract education classes are developed with the participation of the Regional Training Alliance staff, the business client contracting for the training, and the instructor. Courses are then reviewed for approval by the appropriate vocational or academic department, by the Contract Education Committee, and then by the Faculty Senate's Coordinating Council. A catalog of approved offerings is available. (document: 4.D.6.1, Catalog of Approved Alliance Offerings)

The International Education Center (IEC) curriculum has been developed with the participation of the IEC Curriculum Committee, which includes five faculty members, mostly from the English Division. Emeritus College and College for Kids courses are developed by program directors and instructors, in conjunction with associated departments

The evaluation of all instructors of credit classes and one non-credit class at DVC is contractually mandated. Clear criteria, forms, and procedures exist for the evaluation of instructors. Evaluation of not-for-credit instructors is not as clearly defined. All classes offered through the Regional Training Alliance include a

student evaluation. (document: 4.D.6.2, evaluation form) In addition, these classes come with a money-back guarantee: if the client is not satisfied with the training, the cost is refunded. Student and course evaluations are also conducted in all of the classes offered through the International Education Center. (document: 4.A.1.8, International Education Center brochures)

Analysis:
All courses and programs, both credit and non-credit, are appropriately reviewed and approved by the Instruction Committee. The Instruction Committee has taken the initiative to develop an additional review of distance education (D.E.) classes using a supplemental D.E. form. This supplemental form identifies D.E. guidelines which are being revised to conform with state academic senate good D.E. practices. Courses offered in D.E. format must demonstrate that they meet these guidelines and must be approved by the Instruction Committee.

There have been a few instances of problems with curriculum approval or scheduling. For example, recently an unapproved course was scheduled, and a course was scheduled in too short a timeframe. The mistakes were identified and corrected, and academic standards were upheld. College credit was not awarded for the unapproved course; the short-term class was not offered. By fall 2001, the printed schedule will clearly identify all short-term classes to make it easier to recognize potential problems.

Plan:

The Instruction Committee should continue to rigorously review all distance education classes to ensure that these courses conform to the "Principles of Good Practice" and are equivalent to traditional course offerings.

*4.D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."*

Description:
DVC began its foray into distance education (D.E.) in 1997 with a single section of Freshman English: Composition and Reading; this class was organized with a limited number of class meetings and primarily delivered by email. Other instructors then began to develop web-based D.E. classes, sometimes with the help of a stipend provided by the President's Innovation Grants which were instituted during the 1997-98 academic year to encourage the growth of D.E. It was quickly recognized that DVC lacked the D.E. support services required by faculty and students.

In May 1999, the Faculty Senate formed a Distance Learning Advisory Task Force with members from management, faculty, classified staff, and students; its charge was "to coordinate the development of distance learning at DVC." The

task force makes recommendations to Faculty Senate and appropriate bodies about academic and professional matters related to distance learning at DVC, including:

- minimum standards necessary for offering distance learning courses
- best practices regarding distance education
- volume and growth of D.E.
- disabled students' accessibility to these courses
- test-taking security
- technical support for D.E. (for instructors and students)
- student services (registration, counseling, etc.)
- staff development needs
- intellectual property and copyright issues
- hardware and software needs
- privacy issues
- class maximums for D.E. courses
- college D.E. policy

The DVC Distance Learning Advisory Task Force has accomplished much since its inception. DVC is currently offering approximately thirty sections of D.E. classes per semester, and this number is likely to increase. Since these accomplishments are detailed in the DVC Distance Learning Advisory Task Force Annual Report (1990-00), only a few of the major accomplishments will be discussed here. (document: 4.D.7.1, DVC Distance Learning Advisory Task Force Annual Report, 1990-00)

First, the task force recommended that DVC adopt a standard software package (WebCT) for the development and delivery of distance education courses. The task force also compiled a list of D.E. resources and an email listserv of online instructors to facilitate communication.

The task force also identified the need for faculty training, and a faculty member from DVC and Riverside Community College created the Online Faculty Distance Education Academy to teach faculty how to offer pedagogically appropriate WebCT classes. Forty-two instructors have already completed the Academy, which is taught as a 1.5 unit online course at DVC.

The task force developed a virtual student tour of and tutorial for online courses and WebCT tools at http://webct.dvc.edu; click on myWebCT; (enter as guest, guest) Students taking the eCASA tour also discover if their computer and browser are capable of using the WebCT virtual classroom, and if necessary, have time to upgrade before enrolling in an online course.

Lastly, the task force recommended, and the Faculty Senate accepted, "that the Instruction Committee require no face-to-face meetings for any online courses, but that individual instructors, departments and divisions retain the right to require face-to-face meetings as needed." (document: DVC Distance Learning Advisory Task Force Annual Report, 1990-00, and task force recommendations)

In anticipation of possible union negotiations, the Distance Learning Task Force will conduct an online discussion of intellectual property rights.

Some students services are now available online or by telephone (e.g. ordering books, registration). Many of the library resources are accessible online. Other student services, including assessment and counseling, still require an on-site visit.

Analysis:
DVC entered the world of electronic delivery of curriculum more slowly than many other institutions. This slow start has actually been extremely beneficial for the college. Faculty pioneering the use of electronic delivery identified problems which were appropriately addressed; others are currently under review. DVC has taken the time to implement distance education in ways that conform to applicable state law, the ACCJC's "Guidelines for Distance Education," and recommendations put forth by the State Academic Senate. While significant challenges continue, and new challenges will undoubtedly surface, DVC has thus far responded thoughtfully and well.

Many of the questions delineated in the "Guidelines for Distance Education" present no problem for DVC. There are now some D.E. student services in place, and faculty have assumed responsibility for the academic oversight of D.E.

However, there is not yet an evaluation of student success, student retention, and student satisfaction in distance education delivery, and electronic student services are still in the early stages and possibly need to be expanded to include counseling, registration, and tutoring. Distance education also requires ongoing technical staff support and equipment upgrades to ensure its success. The administration is actively and sometimes successfully seeking individuals to develop online courses; however, some divisions and individual faculty question whether online education is appropriate in their discipline. Additional resources will be required to provide the infrastructure necessary to maintain the high quality of DVC online classes. Additionally, the issue of intellectual property rights regarding D.E. course materials needs to be resolved.

There are also larger questions surrounding the push to implement distance education at the college: For which students is D.E. appropriate?

How can the college assist students in succeeding or in not participating if they lack the requisite skills to succeed? How can academic integrity best be safeguarded in D.E. classes?

Plans:

- To ensure comparability to campus-based programs, the college should evaluate the effectiveness of alternate delivery and non-traditional courses using qualitative and quantitative data supplied by the Office of Planning, Research, and Student Outcomes including evaluation of student satisfaction.
- The Staff Development Office should continue to offer faculty development, e.g. Online Academy and stand-alone workshops, to ensure the preparation of instructors teaching distance education classes.
- Intellectual property rights need to be addressed with contract language or a college policy.
- Student Services should, where appropriate, make student services (e.g. online registration) more accessible to D.E. students.

*4.D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.*

Description:
Other than students who may be enrolled in online courses, DVC does not offer curricula in foreign locations to students other than U.S. nationals.

Analysis:
None

Plan:
None

**STANDARD FOUR: DOCUMENTS**

| | |
|---|---|
| 4.A.1.1 | Institutional Effectiveness Fact Book, Spring 2001 |
| 4.A.1.2 | Distribution of Active Students, Fall 2000 |
| 4.A.1.3 | Diablo Valley College Catalog, 2001-02 |
| 4.A.1.4 | Partnership for Excellence Final Plan and Expenditures for 1999-00 |
| 4.A.1.5 | Brochures: EOPS, CARE, CalWORKs |
| 4.A.1.6 | Puente Brochure |
| 4.A.1.7 | Alliance Brochures |
| 4.A.1.8 | International Education Brochure |
| 4.A.1.9 | College for Kids and Emeritus College Brochures |
| 4.A.1.10 | Instructional Technology Coordinator Job Announcement |
| 4.A.1.11 | Partnership For Excellence Proposal |
| 4.A.1.12 | United Faculty Contract: 2000-01, 2001-02, 2002-03 |
| 4.A.2.1 | 1997 Random Survey by Price Research |
| 4.A.2.2 | Schedule of Courses |
| 4.A.2.3 | District Budget, August 2000 |
| 4.A.4.1 | TRANSPAC Grant Information |
| 4.A.4.2 | Measure K $236M Bond Issue for the Contra Costa Community Colleges |
| 4.A.5.1 | Counseling Memos |
| 4.A.5.2 | Student Planning Guide |
| 4.A.5.3 | High School Assessment Test and List of Local Schools |
| 4.B.1.1 | Analysis of Accreditation Self Study Survey, Spring 2001 |
| 4.B.2.1 | Vocational Programs Brochure Template |

4.B.2.2 Vocational Programs Brochures

4.B.3.1 Press Release on Dental Program Ranking

4.B.4.1 Faculty Senate Minutes, September 1998

4.B.4.2 Final Report from Majors Task Force

4.B.6.1 Vocational or Occupational Program Course Outlines that Conform to California State Regulations on File in Dean of Instruction's Office

4.B.6.2 Occupational and Vocational Student Enrollment, Retention, and Persistence, Fall 1999

4.B.6.3 Follow-up studies on Vocational Students

- (External) Senate Bill (SB) 645: Job Training Report Card—Performance Based Accountability System
- VTEA Core Indicator Report

4.C.1.1 Diablo Valley College Website, www.dvc.edu

4.C.2.1 Timeline of General Education Program Review (revised August, 1995)

4.C.4.1 Sample Course Outlines

4.D.1.1 Instructional Program Review, Revised August 1995

4.D.1.2 New Program Review Process, April 2001

4.D.1.3 Planning Counsel New-Innovative Program Fund Memo from President's Office, April 23, 2001

4.D.2.1 Instruction Committee Red Book

4.D.2.2 Untitled Title 5 Database

4.D.2.3 California Post-Secondary Education Commission Student Profiles, 1999

4.D.5.1 ACCJC Distance Learning Grid

4.D.5.2 Online Inventory--Are Online Courses For You?

4.D.5.3 Policy for Awarding Credit for Experiential Learning, Co-op Ed Brochure and Workbook for Students

4.D.5.4 Study Abroad Brochures

4.D.5.5 Flexible, Online, and PACE offerings

4.D.6.1 Catalog of Approved Alliance offerings

4.D.6.2 Alliance Evaluation Form

4.D.6.3 International Education Center Evaluation Form and Process

4.D.7.1 DVD Distance Learning Advisory Task Force Annual Report,1999-2000 Academic Year and Task Force Recommendation

## **STANDARD FIVE**: STUDENT SUPPORT AND DEVELOPMENT

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*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

Co-chairs:

| | |
|---|---|
| Nancy Deason | Faculty, DSPS |
| Diane Scott-Summers | Administrator, Dean of Student Services |

Committee:

| | |
|---|---|
| Millie Casper | Student |
| Dona DeRusso | Supervisor, Re-entry Center/CalWORKs |
| Carla Duke | Faculty, Mathematics |
| Jerome Latona | Student |
| Delores McCrary | Administrator, EOPS |
| Keri Mitchell | Faculty, English |
| Paul Nilsen | Administrator, Career Development Manager |
| Sharon Pastori | Faculty, English |
| Kathy Reilly | Classified, Student Services |

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*5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

Description:
Diablo Valley College's mission is to implement its philosophy whose "primary objective . . . is the development, growth, and success of each of its students. DVC affirms its responsibility to address the diverse needs of the communities it serves and to provide leadership in the civic, cultural, and economic development of the region." (document: 5.1.1, college catalog, pp. 8–9, mission statement and philosophy)

Admission policies are published in the college catalog and in the admissions packet. (documents: 5.1.1, college catalog and 5.1.2, admissions packet) With the exception of its dental programs, admission to Diablo Valley College is open to any individual who fulfills the following conditions: has graduated from high school or passed the GED, or is eighteen or older, or is an indentured apprentice in a related program. High school students may enroll with their principal's approval. International students must also have a minimum Teaching of English as a Foreign Language (TOEFL) score and meet visa requirements.

The Dental Laboratory, Dental Assisting, and Dental Hygiene Programs have separate, special applications. These programs have selective, competitive admissions policies due to the limited number of spaces as well as the high demand for these spaces. Their selection criteria are clearly stated in their application packets. These criteria either (1) satisfy requirements of the Board of Dental Examiners or (2) help to identify and admit students with the highest probability of success in completing the certificate. Each of these programs also includes a disadvantaged student status to help admit low-income or first generation college students who have the potential to succeed in these fields.

In continued attempts to inform the community about the college's admissions policies and programs, each April, representatives from the Admissions, Assessment, and Counseling departments present information about DVC at feeder high schools and encourage graduating seniors to enroll in the college. During these visits, application packets are given out, assessment tests are

administered, and future DVC students are enrolled in Counseling 105 (Orientation to College) to assist them with the transition from high school to college. In spring 2001, the college hired a Relations with Schools Coordinator, who will help to increase enrollment rates from the local high schools, improve certificate completion, and improve transfer rates to four-year universities.

The admissions policy and information about college programs are available in the college catalog and each semester in the schedule of courses which are available at local public libraries and from the college bookstore. In addition, catalogs and course schedules are sent to every high school in the district, and a schedule of courses is mailed to every current DVC student. The college website posts the admissions policy, admissions application, the academic calendar, course descriptions, faculty directory, and schedule of courses at www.dvc.edu. The college website also has a special section for international students interested in attending the college.

Analysis:
Diablo Valley College is successful in publicizing its admissions policies to the community. The college has also been successful in attracting a diverse student body by widely publicizing its programs and course offerings both on and off-campus. These efforts as well as the college's broad and inclusive admissions policy reflect a commitment to the college's mission to address the diverse needs of the community. The result has been a diverse student population: international students comprise 7.5 percent of all full-time students, 14 percent of the total student body commutes from outside of Contra Costa County, and the diversity of the student body approximately mirrors the diversity of the surrounding community (document: 5.1.3, Fact Book, Student Ethnicity in the County and District, table 2.5.1, p. 63)

In the recent American College Testing (ACT) Student Opinion Survey, students generally expressed satisfaction with the college catalog and admission publications, general admission procedures, and the accuracy of college information they received before enrolling, and the student ratings on these items were close to national norms. However, while still in the positive range, student assessment of the "assistance provided by college staff when you entered this college" and the "availability of financial aid information prior to enrolling" were both among the lowest five categories of the college compared with national norms. (document: 5.1.4, ACT Student Opinion Survey, various items)

Plan:

- The Director of Financial Aid should explore methods of improving the dissemination of financial aid information to students prior to their enrolling in the college.

*5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and*

*graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.*

Description:
Information regarding student policies, programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures is available in the college catalog and on DVC's website. This information is also available in pamphlets distributed across campus, including the Associated Students Office located in the Student Union.

Counselors and personnel from the Assessment Office visit many feeder high schools and college classrooms to distribute pamphlets describing the various programs and services available at the college: Disabled Student Programs and Services (DSPS); study in London and other overseas programs; Cooperative Agencies Resources for Education (CARE); transfer information; Extended Opportunity Programs and Services (EOPS); tutorial services; and counseling services. (document: 5.2.1, pamphlets) When staff from the Financial Aid Office, EOPS, and DSPS meet with students on campus, they distribute appropriate materials about relevant campus programs.

Students applying for first-time admission to the college are encouraged to complete the matriculation process prior to enrolling in courses. The process consists of assessment of English and math skills, orientation to the college, and counseling. For orientation (Counseling 105), students purchase the Student Planning Guide which provides them with an overview of student services, as well as academic and social policies. (document: 5.2.5, Student Planning Guide) As an incentive, students who go through the matriculation process are allowed to register for classes early.

Analysis:
Information about the college's programs and policies is easily accessible, publicized in numerous ways, and generally easy to understand.

In response to the 1996 accreditation commission site visit, the college catalog now contains a "college policies and procedures" section, which addresses both academic policies as well as college and student policies. This section is in response to the commission's recommendation that DVC "complete policies pertaining to students' rights to due process in instructional and non-instructional grievances and ensure that these policies are well-publicized and available to students and staff." (document: 5.2.3, Midterm Report) The academic policy section includes information on attendance, course work, course prerequisites, course credit, grading, probation, and dismissal. The college and student policies section includes comprehensive information about students' rights and responsibilities and all policies attendant to those rights and responsibilities.

In the student code of conduct, printed in the college catalog, academic integrity is addressed by stating that "cheating or plagiarism in connection with an academic program" may lead to disciplinary action. However, the college's policy on academic integrity is neither clear nor applied equally by all faculty. (document: 5.1.1, college catalog, Code of Conduct, p. 37) In response to numerous concerns about academic integrity, a Faculty Senate task force comprised of faculty, staff, and students has developed a comprehensive policy that describes the consequences of plagiarism and cheating, but also redefines the student complaint process. The policy also includes a discussion of the definition and implications of academic dishonesty and ways to promote academic integrity throughout the college. The policy awaits final approval by the Governing Board and the President of the college. (document: 5.2.4, Academic Integrity Policy)

Plan:

- None

*5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.*

Description:

DVC provides a variety of student support services to address the needs of an increasingly diverse student population. The college identifies educational support needs through program review, reports, referrals, focus groups, and the interaction of student services managers with other campus leaders. Student service managers share information in regular meetings to identify student needs and to develop processes and programs to meet those needs. This group is process-oriented and utilizes its evaluations to better understand and meet the needs of students. The student services unit is in the process of being reorganized to make it more efficient and to allow the Dean of Student Services more time for planning and addressing major campus-wide issues.

The Dean of Student Services oversees all student services at the college. She is also the Affirmative Action Officer for the college, and her office addresses matters of sexual harassment, student grievance, and compliance. The Assistant Dean of Students administers the student code of conduct and assists the dean on many affirmative action issues.

The Assessment Center is responsible for administering the assessment process for students in math, English, chemistry, and English as a Second Language (ESL). Staff in the Assessment Center provide testing of high school students both on campus and in most feeder high school campuses. Each year, approximately 3,500 students are assessed in the Assessment Center, and 650 students are assessed in feeder high schools. Special assessments are conducted for at-risk, EOPS, and DSPS students. Special testing

accommodations are available upon request from DSPS. Make-up exams may be taken at the Assessment Center, and nearly 8,000 students use this service each academic year.

In order to help students obtain the occupational training necessary to move successfully from welfare to work, the CalWORKs Program provides a wide array of services: academic assessment and advising, career assessment, job placement, childcare, financial aid, and transportation services. Program participants also receive peer mentoring and advising, referrals to campus resources, transportation assistance, career development classes, work-study placement and internships, and post-employment services. (document: 5.3.1, CalWorks program brochures)

The Career Center offers several student services and instructional programs such as job placement, field studies, career development, cooperative education, and service learning. Last year, the Job Placement Office received over 8,500 employment opportunities and placed over 3,500 students in these positions, including filling 93 percent of tutor requests from the community at large. (document: 5.3.2, email report from Job Placement Center) Improvements are being made to allow students to gather career and employment information on the Internet. The Career Development program offers classes in career exploration, and cooperative education allows students the opportunity to earn units while they are employed in local businesses. A newly-established service learning program provides internships for academic discipline-related experience. The college also offers specific programs including career development classes for at-risk, ESL, and disabled students.

The Counseling Department provides a variety of services that enable students to achieve their educational goals. Academic, career, and personal counseling are provided through in-person and telephone appointments as well as drop-in visits to the Counseling, Transfer, Re-entry, and One-Stop Centers. Additionally, online counseling information and advising is readily available. The Counseling Department also offers numerous courses including Orientation to College, Career and Life Planning, College Success, and Ensuring Transfer Success. Orientation to College (Counseling 105) is currently in the pilot stage as an online offering.

Counselors provide a liaison to all academic departments and stay up-to-date on certificate and transfer information. They also have an ongoing relationship with service area high schools and inform high schools about programs and services at DVC. In addition to drop-in counseling, counselors work through the Transfer Center to provide transfer-related workshops. Transfer agreements have been established between DVC and UC Davis, UC Riverside, and UC San Diego, as well as a dual admissions agreement with CSU Hayward. In addition, DVC has established articulation agreements and regular patterns of transfer with most public and many private institutions. These agreements are coordinated through

the Counseling and Transfer Centers. Additionally, typically one counselor serves as the articulation officer, a position currently being filled by the division chair of counseling until a full-time articulation officer can be hired. Lastly, a Transfer Center newsletter is widely disseminated across campus each semester. (document: 5.3.3, Transfer Center newsletter)

Disabled Student Program and Services (DSPS) is designed to ensure that students with disabilities have equal access to all of the college's educational offerings and services. Equal opportunity is provided through appropriate support services, curriculum, instruction, advocacy, and adaptive technology. Approximately every three years, DSPS staff visit each academic department and student service area to discuss issues related to students with disabilities, to clarify the college's legal responsibilities, and to allow for an open dialogue amongst faculty concerning students with disabilities. DSPS also offers specialized courses designed to meet the physical education, basic skills, and classroom skills needs of students with disabilities. Additional DSPS support staff has expanded opportunities and enhanced access to DVC's academic programs by providing for such essential needs as note taking, tutoring, mobility assistance, reading, and the loan of equipment needed for classroom success. In addition, the Faculty Senate approved a course substitution policy, and under approved circumstances, this policy allows students with disabilities to substitute courses for required math courses which they are unable to successfully complete because of disability-related concerns. (document: 5.3.4, Course Substitution Policy)

The Educational Talent Search (ETS) Project serves students who attend targeted middle schools, comprehensive high schools, and alternative schools in local school districts. During 2000-01 the project provided academic, career, and financial aid counseling to over 600 participants, encouraging them to graduate from secondary school and continue at the post-secondary institution of their choice. Over 70 percent of these students were from low-income backgrounds and are first-generation, college-bound students. All 110 high school seniors enrolled in the program received financial aid and admissions information. The project anticipates that over 80 percent of the ETS students will matriculate to institutions of higher education.

The Extended Opportunity Programs and Services (EOPS) program provides support services for economically and educationally disadvantaged students in order to allow them to achieve their educational and occupational goals. Services to students include one-on-one tutoring, academic counseling, peer advising, California State University and University of California admissions application fee waivers, transfer assistance to four-year colleges, supplemental financial assistance grants, book vouchers, work-study, cultural awareness activities, fees for Alpha Gamma Sigma membership, and a student body card. EOPS students are also granted priority registration status. During the 1999-00

academic year, EOPS served over 800 students. (document: 5.3.5, EOPS Year End Reports 1999-00)

The Cooperative Agencies Resources for Education (CARE) program, serving seventy-two students, addresses the needs of EOPS single parents who are participating in the welfare-to-work program. Services include academic counseling, book vouchers, supplemental grants for child care, and various other educational costs.

The DVC Financial Aid Office is managed by the Director of Financial Aid who was hired in fall 2001. Approximately 5,000 awards are granted annually by the Financial Aid Office and almost $4,000,000 is disbursed per year in financial assistance. (document: 5.3.6, Financial Aid Reconciliation Report, July 2001) In fall 2001, a financial aid-scholarship position was added to make information about scholarships more available to students.

The International Student Admissions and Services (ISAS) Office serves as the admission office for students entering the country with the non-immigration status of F-1. This office advises students regarding following federal regulations. Students obtain information in this office about changes that affect their student status and can avail themselves of other pertinent information such as housing, medical insurance, and a variety of other student services. DVC served approximately 700 international students in the 2000-01 academic year.

The matriculation process at DVC supports and sustains students' efforts to attain their educational goals and consists of the following components: admission, assessment, orientation, advisement, follow-up, coordination and training, and research. The matriculation process is currently overseen by the Dean of Student Services, and, while the college is undergoing an administrative re-organization, is being directed by an interim faculty member.

The Re-entry Center oversees a wide range of programs, classes, and services for students returning to college. Making approximately 5,000 student contacts each semester, the Center offers an informal atmosphere for students returning to college and helps ease their transition and build a strong foundation for college success. The Center provides referrals to campus and community resources, books, and reference materials on women and re-entry issues, and listings of campus and community events. At the Brown Bag Lecture Series, offered weekly during the fall and spring semesters, faculty and community members give lectures on issues of interest to students. (document: 5.3.8, Brown Bag series, 2000-01) A career development class offered through the Re-entry Center offers students social science-related work experience. Additionally, drop-in counseling and support groups are part of the Re-entry Program.

The San Ramon Valley Center (SRVC), which has now achieved "center" status, distributes information about a wide range of services available at DVC. SRVC

provides drop-in math tutoring and test proctoring for all students. A full-time director oversees this satellite site and serves as the liaison between SRVC students and the main campus. A student services-instructional support coordinator has been hired to coordinate services between SRVC and DVC. In addition, Transfer Day and mini-job fair events have taken place to publicize programs at SRVC. The first SRVC Student Services Day with student services managers and the Dean of Student Services in attendance was held in May 2001.

The Student Services One-Stop Center, established in 2000, offers one convenient location for students to learn about all the student services available at DVC. Over 2,400 students utilized this service in its first year. In addition, the Student Support Pilot Project offers eligible students additional support services to help assure academic success. Support services include tutoring, participating in a support group, drop-in counseling, mentoring, service referral, and progress review. This new operation, initially funded by a student success grant, will be institutionally funded by Partnership for Excellence (PFE) in 2001.

The college provides tutoring services in accounting, economics, foreign languages, English, math, and the sciences; 73 percent of the students indicated that they were satisfied or very satisfied with the college's tutorial services. (document: 5.1.4, ACT Student Survey, item 10)

In fall 2000, students were surveyed to assess their interest in establishing a health center on campus and their willingness to pay for such a service. Students throughout the district indicated they that would support this project, and the Deans of Students at the three colleges in the district are investigating various health center options during the 2001-02 school year.

Diablo Valley College students are organized into a unified, self-governing body, the Associated Students of Diablo Valley College (ASDVC). The organization is governed by the ASDVC Board and acts as a student voice in policy decisions. The Student Union Building houses a variety of clubs, each of which has its own constitution and bylaws. Student clubs are open to all DVC students.

Analysis:
The college is generally successful in meeting the educational support needs of its students. The services are comprehensive, generally accessible, and perceived as extremely helpful to the students who use them. The ACT student survey indicated that students were very satisfied or satisfied with the following: academic advising and course planning services (58 percent), vocational guidance and career planning services (57 percent), job placement services (56 percent), financial aid services (53 percent), tutoring services (73 percent), college orientation program (55 percent); in each of these categories, fewer than 16 percent expressed dissatisfaction with these services. (document: 5.1.4, ACT Student Survey, various items, p. 13)

The methods used by the college to plan and evaluate student services, though perhaps adequate to identify some student needs, are not as systematic as they could be. As a result, the Dean of Student Services planned a retreat with student services managers held in summer 2001 to begin discussions about more formalized program evaluations and more efficient ways of identifying the educational support needs of students. As a result, student services managers have begun the process of developing a strategic plan and program review process for all the student services the college offers.

Some vocational educational faculty express concern that services provided to vocational students are not equal to those of other students, particularly those students expressing interest in transferring. For example, until May 2001, there had been no vocational equivalent of an articulation officer. Also, although all of the counselors are hired as generalists, most are more experienced with academic programs than vocational programs. Additionally, although there is a Career Center, some think it does not have the same function for students as the Transfer Center, as it serves more as a job placement service than a vocational education center. The college is in the process of hiring a Transfer-Career Center Coordinator whose responsibility will be to revitalize the Transfer Center and connect the functions of the Transfer and Career Centers. In May 2001 a new Workforce Development Coordinator was hired who will help with the process of gathering and disseminating information to the community and will help with the data collection needed for effective program review and program development.

During fall 2000, the Extended Opportunity Programs and Services (EOPS) program participated in an Operational Program Review and received favorable commendations as a strong program with recommendations for modifications in the areas of management and coordination, outreach services, and counseling services. Exemplary services and activities were noted for EOPS' sponsorship of the Summer Institute, High School Day, Student Recognition Reception for EOPS/CARE and CalWORKS students, and Career Counseling Course Incentives for students. Also, the following was recommended: develop procedures to ensure student completion of program requirements; develop a mutual responsibility contract; consolidate counseling functions; house all program staff, including EOPS counseling, in the general EOPS-CARE office area; develop and monitor multi-semester sequential educational plans for all EOPS students; and develop and implement a progress-monitoring procedure.

DSPS staff continually participate in efforts to improve the DSPS program. Since August 2000, DSPS has expanded services to the San Ramon Valley Center where a certificated DSPS staff member is available two days per week. DSPS has begun the process of ensuring that all DVC videos and films are captioned for students with hearing impairments. This process has been, and continues to be, a joint effort between Contra Costa College, Los Medanos College, Solano

College, and DVC. Also, starting in fall 2001, an alternate media specialist is in the process of being hired who will work to improve services to students with visual impairments or learning disabilities by converting standard print documents into alternate formats (e.g. large print, Braille, e-text).

The management of the matriculation program has been of concern to the campus since the departure of the previous director of research and has not been seen as a successful, significant program in the last few years. The matriculation plan for the college is currently being rewritten, and a matriculation site visit this spring should provide valuable information to the college on improving this important program.

The student survey indicated that 53 percent of the students were satisfied with the general admissions and entry procedures of the college and that 38 percent were satisfied with the assistance provided by the college staff when they entered the college. (document: 5.1.4, ACT Student Survey, items 13 and 16) To improve student satisfaction in this area, the college expects to have online registration by summer 2002.

The Admissions and Records Office has experienced considerable difficulty resulting from the conversion to a new computer system, Datatel, in 1999. Early in the conversion process there were many problems with student registration and accuracy of student records. A "Nuts and Bolts Committee," composed of admissions staff, counseling, and assessment staff, worked to respond to the many issues that surfaced as a result of the conversion (e.g. extremely long student lines, telephone registration problems, and transcript errors). This committee developed and implemented procedures which have improved the enrollment process at the college.

Admissions and other personnel including counselors continue to need to address the problems caused by the computer system, including some issues that pre-dated the conversion to Datatel: establishing information stations in proximity to the registration area; providing nearby counseling on a drop-in basis during open registration; coordinating counseling, assessment, and registration and admission schedules; providing a central location and phone bank for students to access open class information.

In order to provide improved service to students, the college is considering a major expansion and the centralization of tutoring services. Currently, tutoring is offered in many locations around the campus, perhaps causing confusion among students as to where they can get help. It is hoped that centralizing some of these services will result in increased student access to tutoring and therefore greater student success in their courses. A Partnership for Excellence proposal was approved in spring 2001 to provide funding to coordinate and relocate some tutoring services.

Plans:

- The Dean of Student Services and student services managers should continue their efforts to create and implement a strategic plan to identify and address student service and support needs. This plan will include mechanisms to measure the use and effectiveness of student services.
- Student services deans from the three colleges should meet to discuss the feasibility of providing health services on the three campuses.

*5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.*

Description:
The college seeks to involve all segments of the campus community in the planning and evaluation process and recognizes the importance of student involvement in student support and development activities. Most of the college's advisory committees have student representation, and student representatives have served on task forces to improve tutoring services as well as the integration of student services and instruction in the new Student Services One-Stop Center. In addition, student focus groups have been instrumental in program planning and development. Students also serve on most of the accreditation self study standards committees.

The majority of students who are serving on committees are governing board members of the college's student government organization, Associated Students of Diablo Valley College (ASDVC) whose board appoints students to serve on committees. Currently, however, several standing college committees are without a student representative.

When asked about student voice in college policies on the student survey, only 23 percent of the students indicated that they were satisfied or very satisfied with student involvement in planning and evaluation. In spring 2001, the ASDVC election for student body president garnered only 75 votes. On the accreditation staff survey, 47 percent of the respondents agreed or strongly agreed that the college does an adequate job involving students in the planning and decision-making process; however, 39 percent of the respondents, a relatively high percentage, either did not know about student opportunities for involvement in developing campus policy or did not respond to this item. (documents: 5.1.4, ACT Student Survey, item 19; Analysis of Accreditation Self Study Survey, item 40)

Analysis:
While the opportunity to participate in the governance of the college is available, most students and staff seem unaware that the college desires or seeks student participation. Systematic and successful dissemination of information about student leadership opportunities is lacking. Despite a strong and committed student government, with thirty-three active board members, the planning

process at the college cannot rely only on the participation of the students on the board. With almost forty committees, task forces, and working groups, the college needs to re-emphasize the importance of student involvement and actively recruit student representatives beyond the ASDVC Governing Board. In March 2001, the Office of the President published a document listing committees, task forces, advisory committees, and work teams in 2000-01; this guide will be helpful in identifying and ultimately filling vacant student positions and in establishing guidelines for more student involvement. (document: 5.4.1, Diablo Valley College Committees, Task Forces, Advisory Committees and Work Teams, 2000-01)

Plan:

- In order to involve more students in campus-wide governance, the ASDVC, working with the Assistant Dean of Students, should explore methods to increase overall student awareness by developing a student leadership brochure and systematically posting student involvement information on the college website and at various locations around campus.

*5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.*

Description:
Assessment and placement practices at Diablo Valley College are strictly defined by California matriculation regulations and monitored by the State Chancellor's Office. Matriculation regulations require that all placement testing instruments be validated by the college and approved for use by the State Chancellor's Office. The test validation process includes faculty, student, and research evaluations of predictive validity, content validity, reliability, bias, disproportionate impact, and decisions on the cut scores.

Over a two-year period ending in 1999-00, the English Department developed its own combined reading-writing assessment based on a model utilized at Mendocino Community College. Mathematics assessment is accomplished with the Math Diagnostic Testing Project (MDTP). Both assessment instruments have been approved by the California Community College Chancellor's Office which ensures that testing and other biases have been eliminated. Along with this, the DVC's Office of Planning, Research, and Student Outcomes (the Planning Office) now conducts a regular analysis of assessment results and reports data to the appropriate instructional units.

Students are allowed to challenge their assessment scores on the English assessment test using a different assessment instrument designed by the English Division. There is no formal procedure in place for students to challenge

their mathematics assessment other than presenting transcripts from other institutions indicating success in math courses.

In addition to test scores, the placement of students into math, English, and ESL courses can be based on multiple measures, such as oral skills and student background information. Counselors are encouraged to take multiple measures into account when they are asked to assist in the placement and assessment process. In spring 2001, the Planning Office studied the results of the multiple measures and challenge process as a method of placing students into English classes. (document: 5.5.1, success of multiple-measured and challenge students, English) The results indicated that the students who were assessed using multiple measures succeeded at a higher rate than those not going through this process.

The Planning Office has conducted disproportionate impact studies (document: 5.5.2, disproportionate impact studies) to monitor the existence or impact on placement for various demographic groups, including gender, age, racial, ethnic, and disability groups, and to date has found no disproportionate impact on any of these groups.

Although all students applying to the college are advised to participate in the matriculation process prior to enrollment at the college, the Contra Costa Community College District Matriculation Plan allows students to be exempted from participation by meeting specific criteria. (document: 5.5.3, Matriculation Plan) In addition, students who have completed specific math or English advanced placement tests or courses at other institutions may be waived from participation in placement testing and still satisfy the placement assessment component of matriculation.

Analysis:
Discussions with the English Division indicated a high degree of satisfaction with the locally-developed reading-writing assessment. Such a test is in line with the assessment process in the UC and CSU systems and is consistent with the division's philosophy that the most appropriate method to assess writing is to have students write. Additionally, the English assessment instrument has advantages over more traditional objective tests. The content of this instrument is well-matched to the content of the courses for which the test recommends placement. The instrument was field-tested in 2001 on samples of DVC students for whose use they are intended; therefore, studies of predictive ability, bias, and cut score decisions are directly relevant to the population whose skills are being assessed. The locally-developed test can be easily modified to correct for problems such as test bias or item irrelevance and to accommodate changes in student demographics or curriculum changes over time. In addition, with a locally-developed test, a college avoids the problems that occur when a published test is removed from the State Chancellor's list of approved tests.

Plan:

- None

*5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.*

Description:
DVC provides a wide range of appropriate and comprehensive services to its students including, but not limited to, the following: library and computer access, assessment, career development, childcare, counseling, disabled students services, food services, ESL assistance, transfer services, women's resources, re-entry center, and the program at the San Ramon Valley Center (SRVC). These services are detailed more fully in section 5.3.

Generally student services are available between the hours of 8:00 a.m. and 5:00 p.m. Many services are open until 7:00 p.m. A new Partnership for Excellence (PFE) proposal has recently been approved that will increase student services during evening and peak Saturday hours in order to accommodate the increased course offerings during these times.

The college has recently hired a Student Services Coordinator who will assist students with information about support services and referrals at SRVC. Disabled Students Programs and Services (DSPS) has expanded its operation to SRVC during the past year by employing a certificated staff member who coordinates services and will conduct a needs analysis for future semesters.

There has been a district-wide effort to develop online student services for all staff and students. In response to a mandate from the Chancellor's office, efforts are currently under way to ensure that all DVC websites and online course materials comply with the Access Guidelines for Students with Disabilities. (document: 5.6.1, Distance Education: Access Guidelines for Students with Disabilities) Currently students can register for admissions by telephone and approximately 70 percent of the college's students use this method to register. Applications and online registration should be in place by summer 2002.

Analysis:
The college's student services are generally appropriate, comprehensive, reliable, and accessible both on the main campus and at the San Ramon Valley Center. The 1996 accreditation report indicated that the "college should consider developing a plan to increase the quantity and comprehensiveness of student services available at [SRVC]." (document: 5.6.2, Reaffirmation of Accreditation, p. 12) Until this year, counseling services at SRVC had been minimal; however, a full-time counselor has recently been hired to provide this critically needed service. The student services managers met with SRVC students and staff to explore ways to better serve the needs of the Center and create new avenues of communication about student services with staff. However, as the college

continues to grow and perhaps open additional satellite sites, providing student services will be an ongoing concern of the college.

Because of the growth of the college's online program, student service managers district-wide have been developing an accessible array of online student services. DSPS, supported by PFE funding, will expand its comprehensive website to include an "application for services" section to allow students a more convenient method to apply for services.

The student survey indicated a need to make students more aware of the existence and location of current student services as well as accurate information about general college policies. (document: 5.1.4, ACT Student Survey)

Plans:

- The Dean of Students will work with the Dean of Information Technology to expand online student services.
- The Dean of Students will work with the Director of San Ramon Valley Center to expand its student services at SRVC.

*5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.*

Description:
DVC strives to initiate and maintain instructional, counseling, and other programs which respond to the needs of its increasingly diverse student body. The college recognizes and attempts to be sensitive to the different cultural and ethnic backgrounds, sexual preferences, religions, genders, disabilities, family and work responsibilities, languages, varying skills, and ages of the college's student body. To fulfill and support its mission and philosophy, the staff and students at DVC work to ensure that diversity is valued, embraced, and achieved.

Much of the evidence that demonstrates the college's support of diversity is detailed in section 2.6 of this self study which addresses a myriad of areas in which the college actively addresses issues related to diversity: curriculum, student activities and clubs, hiring and other college policies, faculty activities, etc. A few highlights are listed here:

- The curriculum now includes twenty-six courses which fulfill the multicultural general education requirement for the A.A. degree and thirty-six courses which fulfill the cultural pluralism requirement. DVC's Puente program, established in 1997, focuses on Mexican American and Latino authors and issues and is part of a statewide program that combines English writing instruction, counseling, and mentoring.

- The Multicultural Diversity Committee, established in 1997, has been active in providing workshops and events which highlight various ethnic

minority cultures, such as Cinco de Mayo and Native American cultural activities. The college has also sponsored an Ethnic Storytelling Festival for eleven years which, in part, is a celebration of the diverse cultures that are part of the DVC community. In addition, a Lesbian, Bisexual, Gay, Heterosexual, and Transsexual Alliance (LIGHT), formed in 1992, sponsors a variety of forums and presented a section of the National AIDS Quilt to raise AIDS-related issues in the community. The Re-entry Center supports students returning to college after an extended absence from education as well as students enrolled in non-traditional career options.

- In 2000 the college established a partnership with the Foundation for International Education in Japan through which non-matriculated ESL students receive extensive English language instruction designed to prepare them for their studies when they matriculate at DVC. The International Student Center has already served over 700 students.

Analysis:
The staff survey indicated that there was widespread agreement that DVC "maintains a campus climate which fosters an appreciation of cultural diversity" with 86 percent of those responding agreeing or strongly agreeing with the statement. (document: 5.7.1, Self Study Survey, item 41) In the student survey, 51 percent of those surveyed were satisfied or very satisfied with "racial harmony at this college," slightly below the national norm. (document: 5.1.4, ACT Student Survey, item 39)

The results of discussions with three focus groups (student government, student representatives in the Inter-Club Council, and another at-large meeting) as well as the student survey of 1,265 students verify that most students are satisfied with the college's support of a diverse student population: 66 percent of the respondents were satisfied with cultural programs and activities. Additionally, 62 percent felt that the college equally supports women and men, 61 percent felt that the college equally supports of all racial and ethnic groups, and 68 percent felt that the college equally supports all age groups. (document: 5.1.4, ACT Student Survey, various items)

These numbers suggest that while issues of diversity are positively seen by students and staff at the college, there is certainly room for improvement regarding this complex and controversial issue. Diversity and its implications are the source of many formal and informal discussions throughout the campus community. The Diversity Task Force continues to examine these issues. In addition, a nationally recognized expert on diversity issues has been hired as a consultant to the college and began working with the entire college community beginning in fall 2001.

Plan:

- The Diversity Task Force, working with the diversity consultant, will examine the full range of diversity issues on the campus and make recommendations for improvement.

*5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

Description:
DVC sponsors many organizations and activities which exist primarily to promote the "development, growth, and success of each of its students." (document: 5.1.1, college catalog, philosophy statement, p. 9) To accomplish these goals, the college offers numerous workshops and forums to encourage self-examination and academic growth as well as the exploration of local issues.

For example, within the Inter-Club Council, the student oversight organization for student clubs, there are approximately thirty student clubs, covering a wide and diverse range of interests and purposes which foster personal, social, and civic responsibility amongst the student body. In addition, the Associated Students of Diablo Valley College (ASDVC) unites DVC students and acts as a clearing house for information about student government and co-curricular interests at the college as well as at the district and state levels.

The DVC Service Learning Center, serving approximately 900 students per year, provides students with the opportunity to receive hands-on experience while exploring career opportunities. In addition, the Service Learning Program arranges for students to do community service for a wide-spectrum of local organizations.

The Re-entry Center regularly sponsors a Brown Bag Lecture Series (twenty-six events this year) on issues that range from "Mind Body Healing" to "Dealing with Rape" and "Journal Writing." (document: 5.3.8, Brown Bag series, 2000-01) The DVC Media Center offers a free film series of approximately ten foreign and domestic films monthly. The Arts and Lecture Committee regularly offers forums, cultural presentations, and discussions to the campus community. The DVC Museum houses exhibits in biology, anthropology, geology, and other sciences. The DVC Art Gallery presents works of both students and faculty. The DVC Drama Department offers a full range of theater, typically producing six plays annually. The award-winning student newspaper, *The Inquirer*, is published weekly. In addition, DVC offers a competitive athletic program fielding seventeen teams as well as a very active and successful speech and debate team.

Analysis:
The college values and supports an active co-curricular program. The staff survey indicated that the staff agreed or strongly agreed that the college fostered student ethical development (74 percent of valid responses) and supported the

civic responsibility of its students (68 percent of valid responses). However, nearly 25 percent in each case either "did not know" or did not respond to these items. (document: 5.7.1, Self Study Survey, items 42 and 43) Also, many students who responded in the student survey have only a vague idea of the activities and clubs available on the campus. Based on a student survey conducted in the student newspaper, only 18 percent of the students acknowledged being familiar with student clubs and only 7 percent said they ever "thought about running for an office position in a club." (document: 5.8.1, *Inquirer* student survey)

Participation in student government and most student clubs is generally regarded as minimal. As is typical of community colleges, many students come and go without interacting very much socially with other students as they tend to their work and family responsibilities. Some may not expect very much in the way of co-curricular activities from a community college, and others simply have little or no time to become involved.

However, those who do participate express significant satisfaction with the college's cultural and social offerings. Over 66 percent responded that they were satisfied or very satisfied with the college's cultural programs and activities although only 25 percent expressed satisfaction with "opportunities for personal involvement in college activities." (document: 5.1.4, ACT Student Survey, items 14 and 41)

Plan:

- ASDVC will work with the Assistant Dean of Students to expand marketing and publicity in order to increase students' awareness and involvement in co-curricular activities.

*5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

Description:
Microfiche and computer diskettes ensure that all records are permanently backed up. Designated admissions and records staff members have the responsibility for the maintenance, security, accuracy, and completeness of permanent student records. Permanent records are maintained in a fire proof, hazard-proof vault in the Office of Admissions and Records.

Student data and academic histories are currently maintained in three different systems: Datatel (1999 to the present), Legacy (before Datatel), and PRC cards and microfiche (prior to Legacy). Access to student record information is authorized and monitored by an employee's individual admittance password. Selected staff members within the Office of Admissions and Records are authorized to change student records, and the Director of Admissions and

Records approves these corrections through an appropriate access security code level.

In order for any student record information to be released from the Office of Admissions and Records, the student has to sign a release form. When a student writes a request for release of information, staff verify the identification of the individual requesting the information.

Analysis:
The college fulfills the requirements of this standard. However, keeping students' records on three different systems is inefficient and can decrease response time. A document-imaging system would allow the Office of Admissions and Records to maintain a larger number of records in a smaller amount of space, provide more security, and improve response time dramatically.

Plan:

- The Director of Admissions and Records, in conjunction with Information Technology Services, should explore the possibility of procuring a document-imaging system.

*5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.*

Description:
At the present time, there is no systematic program review process for student services. Several categorical programs such as Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS) incorporate a systematic evaluation through their required program review process, and these programs are extremely responsive to the results of the review process. Other student service departments evaluate program effectiveness periodically and make program improvements appropriately. The college's Strategic Plan notes the need to strengthen the program review process and to use this process for decision-making in funding, staffing, and program development. In the DVC Strategic Plan Progress Report, the President noted that the leadership team is currently working with faculty and staff to develop a " . . . strong program review model" that will be effective for all college programs including student services. (document: 5.10.1, DVC Strategic Plan Progress Report, March 2001)

Analysis:
Program review for student services is inadequate. However, the college is addressing the clear need to improve its program evaluation and improvement process. The Dean of Student Services is involved in the development of a program review model for student services. A student services planning retreat

was held in summer 2001, in part to address the development of systematic program evaluation process.

Plan:

- In consultation with faculty or classified staff representatives from the appropriate student services areas, the Dean of Student Services, with student services managers should complete the development of a new program review model and oversee its implementation.

**STANDARD FIVE DOCUMENTS**

5.1.1 Diablo Valley College Catalog 2001-02

5.1.2 Admissions Packet

5.1.3 Institutional Effectiveness Fact Book, 2001

5.1.4 American College Testing Student Opinion Survey, Fall 2000

5.1.5 Analysis of Accreditation Self Study Survey, Spring 2001

5.2.1 Pamphlets:

- Disabled Students Services and Programs (DSPS)
- Study in London and Other Overseas Programs
- Co-op Agencies Resources for Education
- Cooperative Agencies Resources for Education (CARE)
- Transfer
- Extended Opportunity Programs and Services (EOPS)
- Tutorial Services
- Counseling Services

5.2.2 Student Planning Guide

5.2.3 DVC Midterm Report to the Accrediting Commission for Community and Junior Colleges, November 1998

5.2.4 Academic Integrity Policy, May 1999

5.3.1 CalWORKS Brochures

5.3.2 Email Report from Job Placement Center, October 2001

5.3.3 Transfer Center Newsletters, Fall 2000 and Spring 2001

5.3.4 Course Substitution Policy

5.3.5 EOPS Year-end Report 1999-00

5.3.6 Financial Aid Reconciliation Report, July 2001

5.3.7 International Student Admissions and Services

5.3.8 2000-02 Brown Bag Series

| | |
|---|---|
| 5.4.1 | DVC Committees: Task Forces, Advisory Committees, Work Teams 2001-02 |
| 5.5.1 | Success of Multiple-Measured and Challenge Students, March 2001 |
| 5.5.2 | Disproportionate Impact Studies, English Placement Recommendations Based on the Reading And Writing Samples By Ethnicity, Gender, Age, and Disability, Fall 2000 and Spring 2000 |
| 5.5.3 | Matriculation Plan, 1990 and Revised Matriculation Plan, 1992 |
| 5.6.1 | Distance Education: Access Guidelines for Students with Disabilities, August 1999 |
| 5.6.2 | Reaffirmation of Accreditation, June 1996 |
| 5.8.1 | Inquirer Student Survey, May 2001 |
| 5.10.1 | DVC Update on DVC Strategic Plan, March 2001 |

## **STANDARD SIX**: INFORMATION AND LEARNING RESOURCES

*Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

Co-chairs:

| | |
|---|---|
| Betty Bortz | Faculty, Library |
| Ben Seaberry | Administrator, Dean of Information Technology and Services |

Committee:

| | |
|---|---|
| Cathy Boronkay | Classified, Library |
| Jim Conley | Supervisor, Cashier's Office |
| Grant Cooke (Fall 2000) | Administrator, Director of Marketing and Media Design |
| Thomas Dragono | Student |
| Evelyn Graetz | Student |
| Kris Hammer | Faculty, Health Science |
| Toni Magaldi | Classified, Media Services |
| Nancy Ryanen-Grant | Classified, Computer Center |
| Carolyn Seefer | Faculty, Business |
| Sue Shattuck | Faculty, English |

# STANDARD SIX:
# INFORMATION AND LEARNING RESOURCES

*Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

*6.1 Information and learning resources and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs and degrees wherever offered.*

Description:
Since the last accreditation site visit, a major library renovation, the Technology 2000 and Technology II Plans, development of the plans for a joint-use library at the San Ramon Valley Center, and significant local and global changes in how students, faculty, administration, and classified staff use technology to support teaching and learning have all had a major impact on how information and learning resources are utilized at Diablo Valley College. Those resources include the library, media services, and computer services

Library

The library provides a student-centered learning environment with high quality information services and resources. The library supports academic excellence by providing intellectual, physical, and electronic access to information, ideas, and services for a diverse community. The library and its staff encourage and facilitate information competency, critical thinking, intellectual independence, and lifelong learning.

The library has undergone a major renovation and reopened in fall 2001. The remodeled library provides ten student study rooms, a new reference area including a large reading room with a view of Mt. Diablo, a video-conference center, an Information Commons with thirty-four computers for access to DVC library resources, periodical databases, and the Internet. In the new library, the periodical collection and the periodicals service area have been moved to the main floor where they will be immediately visible. Librarians and library and information technology instructors eagerly await two new classrooms: an electronic classroom with an additional thirty computers, and a more traditional classroom that will have connections for laptops. In summer 2001, a $745,000 donation from the Wayne and Gladys Valley Foundation made it possible to paint and re-carpet the entire library, replace book stack ends and tops, provide furniture and signage for the new library, and also funded the future construction of a new library entrance that will be both aesthetically pleasing

and more visible. The funding from this donation will help the college provide state-of-the-art library services and much needed study spaces.

The library first opened in 1970 with 37,366 square feet of space, 610 seats, and a stack capacity of 95,500 volumes. The remodeling gives the library an additional 12,143 square feet of space and moves the college closer to space standards of the ACRL (Association of College and Research Libraries). (document: 6.1.1, ACRL Standards for Community, Junior and Technical College Learning Resource Programs)

Technologically, the remodeled library is state-of-the-art. A completely networked environment provides fully-equipped workstations as well as student study tables and small group study rooms wired for laptops and with connections to the Internet. The Information Commons in the reference area has been expanded from twenty to thirty computers providing student access to the library catalog, electronic databases, and the Internet. A computer lab and traditional teaching classroom have been added to enable librarians to provide hands-on instruction and teach additional classes and workshops. One of the student study rooms near the reference desk is equipped with assistive technology and specialized software for students with disabilities.

The library collection is developed to support the curriculum offered at the college. Its resources include approximately 88,500 books, 314 print periodical subscriptions, a core collection of electronic databases providing access to hundreds of additional full-text journals and local and national newspapers. Back issues of periodicals are available on microforms, bound volumes, and through the electronic databases.

The library maintains a small collection of materials for students at the San Ramon Valley Center (SRVC) satellite campus. Students at SRVC have access to the resources on the main campus through interlibrary loan with daily deliveries, reference assistance by phone, fax, and by remote access to all electronic databases.

The college archives are housed and maintained by the library staff and enrich the history of the college through photographs, oral histories, important documents, reports, and other memorabilia. The archives are organized and indexed by a part-time archivist and are used by students and faculty for research.

Through ALICE, the DVC library's web-based catalog, students, staff, and faculty at both campuses have access to the holdings of the main campus library and Media Center as well as to the collections of the two other college libraries in the district: Los Medanos College and Contra Costa College. In addition, ALICE includes direct links to partner libraries: California State University, Hayward; Berkeley Public Library; and Alameda County Library.

The library website (www.dvc.edu/library) also provides links to the catalogs of University of California, Berkeley; St. Mary's College; Contra Costa County public libraries, and several other libraries.

The library maintains a website which provides access to the library catalog, information on library programs and services, electronic resources, a virtual reference desk, and selected websites arranged by college department. The website is continually updated and expanded and is increasing its connectivity to other libraries and databases.

The library maintains three microform readers for archival access to newspaper and periodicals stored on 3,380 reels of microfilm and microfiche, 14,358 microfiche files, 5,819 microfilm files, and 97 microfilm subscriptions. (document: 6.1.2, Annual Report of the Diablo Valley College Director of Library Services, 1999-00, p.1)

The library offers a core collection of electronic databases, providing access to three local newspapers, five national newspapers, Books in Print, many academic journals and magazines, and specialized databases addressing issues in business, health, and art. One database, *Ethnic NewsWatch*, with full-text periodical articles from publications from ethnic communities, provides much-needed diverse perspectives on contemporary issues. (document: 6.1.2, Annual Report of Library Services, 1999-00, p. 6)

Assistive technology and specialized software applications, to help students with disabilities access computer information and databases, are available in the library which also houses a closed circuit system (CCTV) used to enlarge images and text of documents or pages of a book.

## Media Services

The Media Center maintains the primary collection of materials in non-print (audio and visual) formats which is available to faculty, staff, and students to support the curriculum and various other programs. The collection includes videocassettes, videodiscs, DVDs, films, CDs, audiocassettes, slides, records, and some computer software. This collection supports the broad range of study and research interests on campus.

The Media Center holds over 3,800 videotapes, 160 videodiscs and DVDs, 1,240 films, 9,000 audiocassettes, and 130 slide sets. Many of these video formats are closed-captioned for the hearing impaired. Satellite downlinks on educational topics are available upon request. Video conferencing is available to support classroom instruction and for meetings. (document: 6.1.3, Media Center Annual Report, 1999-00)

## Computer Services

To support the college's course offerings, programs and degrees, the college has 838 student computers spread across forty-three computer labs at DVC and SRVC to provide computing and network resources for assigned lab classes, open lab computer usage, and online access. All of the computers are installed with Microsoft Office Suite, anti-virus software, and Internet access and have various applications to support specific programs within departments.

Since the 1995-96 accreditation self study, seven new computer labs have opened and include a multi-media lab, life sciences lab, midi-music center, the Computer Networking Technology (CNT) lab, Cisco Systems, CalWorks, and a location in the Student Union. All computers on campus have access to the Internet, printers, and file servers and are available to students taking online courses.

Analysis:

Library

The library is heavily used by students. The turnstile count was 374,899 for 1999-00. (document: 6.1.2, Annual Report of the Diablo Valley College Director of Library Services, 1999-00, p. 2) Circulation statistics have been declining slightly which may be an indication of the age of the collection, greater use of the Internet, an increased use of non-circulating materials in reference, or materials used but not checked out. (document: 6.1.2, Annual Report of Library Services, 1999-00, p. 2)

The library staff did a thoughtful, professional, and thorough job of planning for the remodeled space that will accommodate current and future curricular needs. Much of the new space provides additional student study areas for individual and collaborative learning. The remodeled library will continue to support the instructional program by providing high quality traditional services as well as innovative technologies and learning environments for students, faculty, and staff.

The library has always been at the forefront of recognizing and implementing new technologies on campus. Although electronic information is increasingly available and the Internet plays an important role in providing access to information, the library must also strive to provide a strong print collection that is current and relevant, one that supports the curriculum and research needs of its students.

The library's book collection may not be sufficient in size, quality, or currency to meet the needs of the college. A recent analysis of the collection, excluding reference books, found that only 4,619 of the books had been published since 1996. This means that in vital areas of the curriculum, such as vocational programs, sciences, technology, and cultural diversity, there is a dearth of new books available for students and faculty. Students have reported that they are

using the public libraries because the campus library does not have the books they need or because the collection may be too old in a particular subject area.

DVC's library collection includes approximately 88,500 books. (document: 6.1.2, Annual Report of Library Services, 1999-00, p. 1) For a college of DVC's size, approximately 16,500 full-time equivalent students (FTES), this represents 57 percent of the amount recommended for a minimum collection and only 31 percent of the amount recommended for an excellent collection by the ACRL. (document: 6.1.4, Fact Book, Comparison of DVC Holdings, table 1.14.6, p. 46)

According to the Standards for Community Colleges set by the ACRL, the minimum recommendation for current periodicals subscriptions for a college the size of DVC is 1,500, and an excellent collection would contain 2,100 titles. (document: 6.1.1, ACRL Standards for Community, Junior and Technical College Learning Resource Programs, Table E) DVC's library collection contains 314 periodical titles in print form, approximately 20 percent of the recommendation.

The print periodicals collection has actually declined since the previous self study: 1994: 368 subscriptions, 1999: 314 subscriptions. (document: 6.1.2, Annual Report of Library Services, 1999-00) During 1999-00, the library added only two new paid subscriptions, another one paid by the requesting department, and three gift subscriptions. Faculty requests for additional titles are sometimes denied because of budget constraints. In response to declining number of subscriptions, however, the library has added online full-text periodical databases to enhance the periodicals collection. (document: 6.1.2, Annual Report of Library Services, 1999-00, p. 1)

While the college's electronic databases certainly supplement the print periodicals collection, they are not necessarily targeted to the all of the needs of DVC's students. Most of the databases tend to be of a more general nature, not subject-specific. Even within an academic discipline, some key publications are not included in the databases. Since DVC is an academic institution serving many academic and vocational programs, additional print periodical subscriptions are needed in specific areas, such as vocational programs in dental technology and dental hygiene, and in academic programs such as English literature, psychology, the sciences, and business.

## Media Services

Media services resources and equipment remain adequate to support the learning environment. Since the last accreditation self study, media services has attempted to keep pace with the increased technological needs of the college and acquired fifty new overhead projectors, ten new slide projectors, new video editing equipment, and eighty LCD projectors. Eighteen more LCD projectors will be available when the Physical Science Building opens in the fall. The audio studio was upgraded in summer 2000 with the installation of a new mixing board and new racks. The TV studio has added a new video switcher.

The VHS collection has grown by almost 62 percent since the last accreditation report. The size of the film collection remains the same. Old formats, such as filmstrips, have been weeded out. Three-quarter inch videos are being discarded. A DVD collection has been started and, as the popularity of that format grows, more DVD players will need to be purchased for DVC and SRVC.

The Media Center has recently become more vigilant about acquiring closed-captioned materials for the hearing impaired and upgrading or replacing older equipment to accommodate closed-captioning for hearing impaired students.

Computer Services

Since the previous self study, there has been significant change in the number of computers, computer labs, and classroom and office connectivity available to both staff and students. The college has provided every full-time faculty member with a computer. According to the Technology II Plan, DVC has met the minimum standard of one computer to twenty FTES students. (document: 6.1.5, California Community Colleges Technology II Strategic Plan 2000-05, appendix C, Table 1)

With this increased usage, however, upgrading computers on a regular basis to support current and up-to-date courses, programs, certificates and degrees has been an ongoing challenge. Issues of cost, space, scheduling, and ongoing technological support need to be addressed and minimized in order to maximize the use of the college's computer services.

Plans:

- The library staff in collaboration with the Dean of Instruction should develop a plan for increasing the number and currency of books and periodicals by 2004.
- Media services staff should develop procedures to stay current with new technologies and regulations regarding closed-captioned materials and equipment.

*6.2 Appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.*

Description:

Library

Faculty librarians, who are assigned subject specialties, in conjunction with faculty in those subject areas, are responsible for book selection. Selections are made in accordance with the Library Acquisitions Policy and based on curriculum needs. The collection development librarian has responsibility for the overall balance of the collection. Library policies and procedures

encourage faculty, staff, and student involvement in the selection and de-selection of materials; however, in reality librarians do the majority of the selection.

Selection, acquisition, cataloging, and processing of books for the San Ramon Valley Center (SRVC) library are done by DVC librarians and staff. Duplicate copies of new materials are often purchased, one for each library, and some materials are selected specifically to improve the SRVC collection. During 2000-01 the collection development librarian worked at the SRVC library assessing and weeding its collection.

All materials available in the DVC and SRVC libraries, as well as the films and videotapes in media services, are cataloged and accessed through the online catalog. The Innovative Interfaces System, the library's electronic "card catalog," includes cataloging, circulation, ordering, and serial modules which are shared by the district's three colleges and SRVC. The system was recently upgraded to the web-based Millennium System.

Librarians regularly weed the collection in their subject areas. In 1998-99, the collection was analyzed, and it was discovered that only 10 percent of the collection was published more recently than 1990; consequently, weeding efforts were increased. Several faculty have been actively involved in this weeding project. The college Fact Book reports that "while the library enhanced the collection by adding more than 5,000 volumes between 1998 and 2000; more than 7,000 volumes were discarded during the same period." (document: 6.1.4, Institutional Effectiveness Fact Book, Library Holdings, table 1.14.3, p. 44)

The collection is maintained by means of repair, replacement, or de-selection; occasionally, items are rebound. Simple book repairs are done upon recommendation from librarians who have evaluated the damaged items.

## Media Services

Each academic division receives an annual budget for the purchase of audio-visual materials and equipment which are ordered through media services. Media services staff work closely with instructors to observe policies for reserve materials and special checkout procedures. Generally, faculty committees have been established in each academic division to decide how their funds will be spent. The division chair can approve the release of funds for individual requests for items. On occasion, divisions share costs on items for which there is mutual interest. Media services makes recommendations on materials, equipment, vendors and orders, and organizes and maintains the collection of materials and equipment.

## Computer Services

The Information Technology Committee, composed of management, faculty, classified staff, and students, is responsible for making the strategic plans for the college's information technology needs. This committee makes recommendations for hardware standards for computers and LCD purchases and establishes replacement cycle recommendations. DVC has recently subscribed to the Microsoft Campus Agreement software-licensing program for Microsoft applications on any computer that is owned by DVC, including computer labs, offices, off-campus locations. Each academic department can select and purchase additional software as it sees fit.

Computer and media services maintain information technology equipment. There are extended service contracts from the manufacturer covering parts and labor for repairs.

Analysis:

Library

The library now orders materials continuously throughout the year, a process which ensures that there is no backlog for processing materials, and which enables items to reach shelves more quickly than was previously possible. The library is able to fulfill most, but not all, requests for materials by faculty. The library does a good job, even at the current level of funding, of selecting a wide range of materials. This perception is reinforced by the self study survey in which all demographic groups rated the "learning resources at DVC [to be] sufficient to support the curriculum" above the overall average for the survey; 62 percent of the faculty agreed or strongly agreed with this statement. (document: 6.2.1, Analysis of Accreditation Self Study Survey, item 46)

The acquisitions and catalog units collaborate to review and improve all procedures related to acquiring and processing new materials. This work ensures the expedient delivery of materials to students and faculty. The library works with a systems consultant to resolve problems with the online catalog and the technical processing components of the system. In addition, the cataloging units of the three district campuses meet regularly to review procedures and to assure uniformity in policies and procedures. This process works well.

Of concern to librarians is the limited amount of time available to spend on selection and de-selection of materials. Unfortunately, one of the trends predicted in the 1995 DVC Institutional Plan has occurred: "There will be less time for collection development and weeding." (document: 6.2.2, 1995 Institutional Library, Department Assumptions and Trends, "Institutional Planning Department and Service Area Guide," p. 12)

Media Services

Although the college continues to purchase and attempts to maintain its educational equipment, some equipment is old and in need of replacement.

Currently, there is no official replacement policy in place. The ACRL standards give recommendations for equipment longevity and obsolescence, and their standards are not being followed. (document: 6.1.1, ACRL Standards for Community College Learning Resource Programs) Media services has only one full-time video repair person and one hourly repair person who works four hours a week to maintain equipment; they are unable to keep up with the demands of the campus community.

It is the faculty's responsibility to maintain currency in the materials collection. Overall the collection is considered quite good; 72 percent of the respondents to the self study survey agreed or strongly agreed the media resources at DVC are sufficient to support the curriculum; however, some perceive that there are some weaknesses in materials related to particular academic disciplines. (document: 6.2.1, Self Study Survey, item 46b) Media services receives many direct requests for new materials from part-time instructors, but it is difficult to know if part-time faculty have input into the materials requested through the academic divisions.

Computer Services

The Information Technology Committee's recommendations for technology acquisitions and strategic plan are generally considered appropriate to meet the needs of the college. Many are pleased that there is already a plan to replace faculty computers even though the computers were purchased relatively recently. The self study survey reveals that assessment of the sufficiency of the college's electronic and Internet information resources is slightly lower that it is for media resources and library resources; nearly 25 percent of the respondents indicated that they disagreed that that electronic and Internet information resources are sufficient to support the curriculum (document: 6.2.1, Self Study Survey, items 46, 47, 48)

Plan:

- The Information Technology committee will establish a maintenance and replacement policy for technology equipment.

*6.3 Information and learning resources are readily accessible to students, faculty, and administrators.*

Description:

Library

The DVC library is open seventy hours per week during the fall and spring semesters and forty-eight hours per week during the summer session. The SRVC library is open thirty-two hours per week. The self study survey indicated that 77 percent of faculty and staff are "aware of the library's hours, location and services." (document: 6.2.1, Self Study Survey, item 49)

Services for students include the following: access to print and reserve materials; access to a variety of electronic materials including access to the Internet and online full-text periodicals, assistance with reference questions, self-paced and online courses, study rooms, printed handouts on numerous topics, and document delivery services. Services to students and staff with disabilities include all of the above. Assistive technology and software, available in the library, enable students with various disabilities to search the catalog and electronic databases. The remodeled library is fully accessible to students with disabilities and meets the Americans with Disabilities Act (ADA) requirements.

Additionally, the library provides a broad range of services for faculty, staff, and administrators: book and periodical ordering, classroom orientations and presentations, reference services, assistance with self-paced and online courses, assistance with resources for assignments, reserving materials, other print and online educational resources, and interlibrary loan.

During all hours the library is open, reference librarians are available to assist students, faculty, staff, and administrators in using the library effectively. In 1999-00 approximately 32,000 questions were handled at the Reference Desk. All reference librarians have expertise in research techniques, database searching, and information sources. The librarians have also created a Virtual Reference Desk, available to students twenty-four hours per day, seven days per week, linking students, faculty, staff, and administrators to Internet sources that answer frequently asked reference questions.

As of fall 2001, there are thirty computers available in the Information Commons for students to access the Internet, library catalog, and electronic databases. These same resources are available from any campus computer during school hours. These resources are also available via the Internet to students and staff at home or other remote locations. During a typical month, DVC's electronic databases are accessed over 11,000 times, from the library and other remote computers.

Media Services

The Media Center is open sixty-five hours per week to provide and maintain materials and equipment. Media services is responsible for the following functions: (1) scheduling and delivery (2) self-instruction (3) the audio studio and (4) the administration of the media collection.

All classes on campus receive delivery of equipment and materials with a four-hour notice for day classes. In 1999-00, more than 7,000 requests for equipment and over 3,600 requests for materials were made to the center. (document: 6.1.3, Media Center Annual Report, 1999-00)

The self-instruction lab delivers a broad range of services to the students including foreign language instruction, listening and viewing carrels and rooms, filmmaking equipment, video production equipment, tape duplication and editing facilities. During 1999-00, the lab met over 78,000 student requests. (document: 6.1.3, Media Center Annual Report, 1999-00)

The audio studio provides audio recording services for instructional and other college needs. A sound engineer provides audio services for campus events such as graduation, all-college day, and the faculty lecture.

The Media Center lab is physically accessible to the disabled. Some of the materials are closed-captioned. The Forum, DVC's auditorium, has a system for hearing-impaired students and staff to use.

The San Ramon Valley Center (SRVC) operates under the same hours as the Media Center. Media services makes once-a-day deliveries to SRVC. One staff member is at SRVC from 6 - 10 p.m., Monday through Thursday. On Fridays, a staff member makes an afternoon delivery to this satellite campus.

With the completion of the library renovation, media services has a new repair shop, loading dock, and extra storage space. In addition, there is also a technology conference room for use by faculty and staff.

### Computer Services

DVC and SRVC maintain forty-three computer labs. (document: 6.3.1, directory of computers for student use) In addition to computers and printers, some labs are equipped with scanners and other hardware. All computer labs have full Internet access. The hours of operation and policies of computer labs differ slightly; however, whenever there are classes in session, it is always possible to find a computer lab to use on both campuses. The high tech center, located in the Learning Center, is accessible to students with disabilities and has a wide-range of equipment to assist disabled students in meeting their educational needs.

Analysis:

### Library

In the American College Testing (ACT) Student Opinion Survey, conducted in fall 2000, of all college services, library and learning resources were ranked fifth, with 76 percent of the students either being satisfied or very satisfied with these resources. (document: 6.3.2, American College Testing (ACT) Student Opinion Survey, item 7)

Students and staff find it very advantageous to have access to electronic databases at their homes and in their offices. To gain off-campus access, students are required to configure their browser software at home with proxy settings used to satisfy publishers that the college is not making the databases